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ABSTRACT

A series of articles written by well-known educators in the field of career education appears in this special issue of the National Association of Secondary School Principals Bulletin. These articles take a close look at the meaning, development, and current status of career education today. They are: Career Education: A Report, by Sidney P. Marland, Jr.; Career Education in Perspective: Yesterday, Today and Tomorrow, by Grant Venn; Career Education: Myth or Magic, by Kenneth B. Hoyt; Creating an Environment for Career Education, by Frank N. Carricato; Remarks Regarding Career Education, by Harold Howe II; Rationale for Career Education, by Rupert N. Evans; The Psycho-Soial Foundation for Career Education, by Cas Heilman and Keith Goldhammer; The Role of Vocational Education in Career Education: A Message from the Sweaty Shirt Set, by Lowell A. Burkett; Dallas Skyline Center from Conception to Reality, by B. J. Stamps; Occupational Education; Unfulfilled and Unappreciated, by Jan W. Jacobs; and The Classroom Teacher in Career Education, by Darryl Laramore. (BP)

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Career Education
What It's All About

A close look at its meaning, development, and current status

March 1973

Number 371

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THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

THOMAS F. KOERNER, *Editor*
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Career Education: A Report

Sidney Marland, Jr.

The author gives his rationale for career education, explains why the Office of Education refuses to define the term too precisely, and makes a plea for unification of technical and liberal education.

As you might expect, I am finding the discussions and exchanges of this conference deeply interesting and profoundly encouraging. Action learning is a compelling answer to the plight of adolescent America—that halfway stage physically and emotionally, normally filled with confusion and uncertainty, but made so much worse in both personal and economic terms by the seeming detachment of the adult world from the concerns of the young. To find the source of the alienation that is turning young people away from the establishment—away from our world—we need look no further than the bright, bored, socially concerned, jobless teenager or young college graduate and try to see things as he or she sees them. This conference on American Youth in the Mid-Seventies strongly suggests that you have come to grips with the issue, difficult though it is. I congratulate you.

Action Learning Complements Career Education

I am also pleased because action learning strongly complements the idea of career education. While the general reaction to career education has been favorable since I broached it at the NASSP convention in Houston in January, 1971, there *have* been dissenters. Those who oppose the idea do so, they say, because they

Sidney Marland, Jr., assistant secretary for education, Department of Health, Education, and Welfare, made this presentation before the Conference on American Youth in the Mid-70's, National Association of Secondary School Principals, Washington, D.C., Nov. 30, 1972.

are apprehensive as to just what I have in mind and consequently fear the worst. To some of them, I am the Archie Bunker of education, bent on the Death of Intellect in the West. Just this morning, I understand, I was accused of downgrading all manner of intellectual pursuits including, of all things, the fine poetry of Langston Hughes. Now I must categorically deny that charge. I not only have read *The Weary Blues*—I sometimes have them.

In any case, I would like to point out in self-defense that among the 15 job clusters that have been identified for career education development is one encompassing fine arts and humanities, a cluster that includes poet, novelist, musician, and painter. We have no intention of turning any budding Langston Hughes into a machinist, but then neither do we intend to deny any machinist an appreciation of Langston Hughes's verse. Indeed, we think they should appreciate each other—and in that mutual understanding begin to build a new universe of respect in which all talents, all skills, and all kinds of intellectual preparation and training are understood for the important places they individually hold in our complex and interdependent society. That is the heart of the career education idea, which some of our critics fail to see.

Preparation Needed for Life

If you ask what I had in mind that January day in Houston when I first spoke of career education, let me assure you that it was not that the Office of Education, with my novice hand at the tiller, should immediately undertake a rejection of the liberal, humanistic tradition of education in favor of a strictly pragmatic, utilitarian approach focused entirely on employment and income. But what I was thinking of, and what I tried to express, was my concern—my fright, really—at the continuing failure of the schools to serve fully a third of the young people attending them. I was concerned—as those of you who have initiated action learning are obviously concerned—with the swelling numbers of young American boys and girls listlessly, apparently helplessly, entering their names on the rolls of the unemployed, not because they lack talent, but because the schools have not given them a decent or fair preparation for the hard, competitive business of life—including, of course, adequate job skills, but certainly not limited to that area.

The apathy and alienation of many of our young people are too profound and too pervasive to be said to be a matter of occupational unpreparedness alone. We have on our hands an entire generation of boys and girls who are rapidly becoming men and women and who fail to understand what they are to do when the transition to adulthood is complete. Inculcating that understanding is what career education is all about. And Langston Hughes, I assure you, is included.

Avoiding Precise Definitions of Career Education

Apart from the general notion that revolves around preparedness (for work, for leisure, for the manifold opportunities open to each of us, in truth, human fulfillment intellectually and occupationally) we have conscientiously avoided trying to lay down a precise definition for career education. Naturally enough, some have rushed forward to fill that vacuum. Academicians have tended to scoff—politely, of course—at career education as a "knee-jerk reaction" to the tightening up of the employment market, particularly for young people. Jobs get scarce; therefore, the federal government decides that education in all its diverse parts should become a giant vocational training scheme. Of course, they are wrong.

And too often, I think, the vocational educators themselves have seized the idea in a very narrow sense, believing that their day has come and that, indeed, career education *does* mean that all education will become vocational in nature, or something very like it. They too are wrong and I quickly add that the most thoughtful vocational education leaders agree that vocational education is an important part of career education, but only a part.

Walter Reuther once said, "Vocational education must abandon the traditional concept of job training and must take on the responsibility of preparing youths, boys and girls alike, for maximum adaptability in an economy in which job and skill demands will continue throughout their lives to be in rapid evolution." Yet the tendency among both academic and vocational educators has been to do precisely the opposite—not to modify their traditional conceptions of educational practice in the light of swiftly changing needs and expectations, but to clutch them in a defensive

reaction, perpetuating the divorcement between things occupational and things intellectual.

No Division Between Technical and Liberal Education

If there is a central message in our conception of career education, it is to cry out against this absurd partitioning of the house of education, this separation of subject from subject, of class from class, this false and destructive distinction between the liberal academic tradition on the one hand and the utilitarian-vocational tradition on the other. Our search for reform and for elevation of the world of work must not be translated into a know-nothing, indiscriminate anti-intellectualism. Much of what has been carefully reasoned and properly taught since ancient Greece and before must be preserved. But much must be constantly re-examined for its usefulness in equipping well-developed people.

Alfred North Whitehead, an educational leader of this century with unimpeachable classical credentials, had this to say:

> The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well.

And James Conant, distinguished chemist and teacher, president of Harvard, ambassador, and truly a man of many seasons, wrote in 1961 in his book, *Slums and Suburbs*:

> I must record an educational heresy, or rather support a proposition that many will accept as self-evident, but that some professors of the liberal arts will denounce as dangerously heretical. I submit that in a heavily urbanized and industrialized free society the educational experiences of youth should fit his subsequent employment. There should be a smooth transition from full-time schooling to a full-time job, whether that transition be after grade 10 or after graduation from school, college, or university.

Both Whitehead and Conant recognized that education, divorced from its proper ends and uses, must wither into irrelevancy, not only as a discipline and a profession, not only as an instrument for occupational training, but also and most critically as the essential source of democratic life. Education that is class-conscious, separating collars by color, cannot be a source of

equality but of divisiveness, inevitably weakening and blurring the mutual respect and understanding upon which American society is intended to stand.

Guilty of Dividing Rather Than Combining

Career education, then, in the broadest, most philosophical sense, is really a change of mind and a change of heart. It is a humbling exercise, for it must inevitably extract from us the admission that we have sought to serve the institution of education with greater zeal than the young people themselves, that we were more anxious to preserve the status quo than to seek the necessary measure of change, and above all that we were guilty of professional snobbery in dividing our children and our curriculums according to abstract and convenient concepts rather than mixing and combining the elements—those who learn and that which is learned—according to apparent need. I asked you two years ago to set aside the general curriculum in our high schools and to erase the snobbish distinction between the vocational learner and the college preparatory learner. Nothing has happened in these two years to change my views.

I am particularly happy that the Office of Education has been of some assistance in the sponsorship of this conference because I believe that the action learning concept is a product of precisely the kind of frank self-evaluation that career education demands. As Bob Havighurst, Dick Graham, and Donald Eberly have pointed out, "The existing combination of secondary schools, community colleges, job opportunities, military service, and early marriage has failed to meet the needs of several million young people." And they add, "The indications are that it will do less well in the future and that some basic changes are needed in American secondary education."

High School—Likely Arena for Change

Action learning and career education both have particular application to the high school, which is, by all accounts, a troubled institution and the most likely arena of educational change for the balance of this decade. While there is dissatisfaction, frustration, and a readiness for change throughout all of education, the opportunities for reform are especially timely in high

school. Here, for many young men and women, childhood ends and adulthood begins, including parenthood, the ballot, and the responsibilities of a job. As students, their role in a traditional setting, as Jim Coleman says, is a passive one, "always in preparation for action, but never acting." Considering that by early 1972 unemployment among Americans 16 to 20 years of age totaled 1,350,000, we need to ask serious questions as to just how suitable their preparation for action is.

OEO Panel to Produce Policy Recommendations

Consistent with the thrust of this meeting, a panel of distinguished scholars and educational practitioners are at work under the sponsorship of the Office of Education, with John Henry Martin as chairman, to analyze the problems involved in adolescent education and to produce policy recommendations in much the same manner as the Newman study group analyzed and recommended in the area of higher education. I believe that Dr. Martin's panel will have an impact on secondary education comparable to that stimulated by the Newman study in our colleges and universities. As work goes forward on preparation of the report, which is due sometime in the spring, I am happy to note that occupational training and preparation has surfaced among the committee's most critical concerns.

Career Opportunities Program in Operation

In any case, I anticipate that the Education Division of HEW—comprised of OE and the National Institute of Education—will be deeply involved in the further development and implementation of action learning because it represents a healthy trend toward reality in teaching and learning. Action learning parallels in this sense other activities of the federal government such as the Career Opportunities Program, which offers a career to people who have never had one. This year more than 8,000 men and women are working part-time in neighborhood schools as classroom or library aides as part of their training under COP. All come from low-income circumstances and work with disadvantaged children they know and understand. Many are Vietnam veterans who might otherwise have landed on the streets. While working as aides, all participants are enrolled in teacher-preparation or related programs

in local colleges and universities. Many will undoubtedly earn a degree, become certified teachers, and enter a professional world which otherwise would very likely have been closed to them.

I see action learning eventually producing the same kind of entree into a work situation—in education perhaps or in other areas of the public and private sectors—to guide the young man or woman toward a worthwhile and fulfilling professional career. If our children need anything today, they need objectives, some place to go, something to be, a sense of control over their destinies —and action learning will help them to form useful goals through the disciplined and reasoned discharge of small but nevertheless very real responsibilities of the kind that were once widely available to children in this country but have virtually disappeared from our prepackaged, mechanized, punch-card era.

Four Pilot Models Under Preparation

Turning for a moment to career education itself, I can report to you that the Office of Education and the National Institute of Education are deeply and productively engaged in furthering development of the design components and preparing to help the states and localities install model programs throughout the country. During Fiscal Year 1972, OE supported a number of initiatives, including the use of some $15 million to fund the development of four pilot models. When tested and validated in pilot schools and other training sites, these models will be made available for application in any ways practitioners see fit. Six cities—Mesa, Ariz.; Los Angeles; Jefferson County, Colorado; Atlanta; Pontiac; and Hackensack, N. J.—were selected to test the school-based model and some 85,000 children in these systems are now participating in at least some career orientation activities. Four sites—Philadelphia; Charleston, W. Va.; Portland, Ore.; and Oakland, Calif.—were chosen for the employer-based model. This model offers a new setting for academic studies and keys them to job experiences provided by a consortium of local employers such as banks, printing plants, travel agencies, labor union offices, and so on. Some 50 high school seniors in each pilot city are enrolled in this first-year prototype. If the experiment shows promise, we will build on these small numbers.

A former Air Force base near Glasgow, Mont., is the pilot site for the third model, the rural-residential. This model enables low-

income families from Montana and five neighboring states to train for six to 18 months. Each member of each family learns new skills, whether for better jobs, more efficient homemaking, or further education. As of October, over 100 families were in training in Glasgow.

Finally, and still in the planning stages is the fourth model, a home-community effort that would use television and radio programing to encourage unemployed or underemployed adults to take advantage of local retraining programs. The obligation of America's educators to provide equality of opportunity is particularly binding in the case of these millions who have grown to adulthood and now experience the cruelest kind of deprivation because it is—or has been—without hope. Adult education at home, on the job, in a community center or wherever it is most convenient or effective, is certainly among our principal priorities for the balance of the 1970's.

Major Efforts Under Way at OE

Responsibility for further research and development of the Career Education models was transferred in August to the National Institute of Education, OE's new sister agency created by the Education Amendments of 1972. While NIE assumed the career education research initiative, OE continued major efforts to revise curriculum, train teachers, and extend demonstration projects. And this activity will be carried forward as a major operational concern of the new Deputy Commissioner of Occupational and Adult Education, also created by the '72 Amendments.

For example, I think it is worthy of note that during this past year the staff of the Bureau of Adult, Vocational, and Technical Education (which will be folded into the new Occupational Deputyship) divided the 20,000-plus career categories identified by the Department of Labor into 15 broad career clusters. A number of the country's top curriculum specialists were given contracts to develop instructional programs for the first five—construction, manufacturing, transportation, public service, and communications and media. Pilot testing of these programs is scheduled for the 1973-74 school year.

In the National Center for the Improvement for Educational Services (OE's teacher-training center) nearly $7 million went into training teachers and other staff in career education concepts.

Some 250 vocational teachers and administrators from 56 states and territories received support for full-time Ph.D. study and, on a broader scale, states and territories received support in assessing their teacher-training needs and in developing study programs for at least 7,000 career education teachers, teacher educators, and administrators.

Nearly 700,000 children in elementary and secondary school participated in 200 career education demonstration projects supported with $17 million under the Vocational Education Act. Another $17 million under the same authority was channeled directly to the states which used a significant portion of this money to enable selected schools to initiate career education planning and installation.

All in all, I think the record of our activity in 1972 is presentable, distinctly encouraging in a few of its aspects and, what is most important, readily adaptable to the new organizational structure of the Education Division of HEW which will take full effect in 1973. I assure you that as Assistant Secretary I intend to use every possible occasion for some gentle proselytizing. Though it may sometimes not seem obvious, we in the federal government do recognize that education is basically a state and local responsibility and that career education, like any educational reform, will succeed only to the degree that state and local officials and supporters of the schools accept its worth and press for its adoption. That is why we have shunned any hard and fast definitions or limitations as to what the concept may ultimately be. We will continue to try to steer the career education notion, but giving it elbow room as much as funding.

At times during the past two years I have wondered whether our message was getting through, as more and more people said, "Tell us exactly what career education is so we can do it." But, in my judgment, developing such a constraining definition at this point would be the best way to kill the whole idea.

This conference, and related activities taking place throughout the country within the broad parameters of the career education idea, reinvigorate my confidence that the ultimate definition of career education will emerge from those who are to make it work, and the final shape it assumes may be far different in San Antonio than Boston.

The message of career education is coming back to us in Washington, louder, clearer, better defined, more promising of results.

Our resolve is freshened and our commitment is deepened—much beyond that maiden speech before the Secondary School Principals in Houston two years ago.

Student Opinions

Twenty-seven percent of more than 42,000 high school students in over 2,000 schools throughout the country would join the military for a limited period of from 18 to 24 months if there were no military draft and the United States had an all volunteer military service.

	Boys	*Girls*	*All*
• join the military for a limited period	32%	21%	27%
• make military service a career	9%	5%	7%
• not be inclined to join	27%	35%	31%
• not sure	32%	39%	35%

These were some of the findings in the latest National Institute of Student Opinion (NISO) poll, conducted by Scholastic Magazines, Inc.

When asked why they would join, they answered:

	Boys	*Girls*	*All*
• good pay	21%	19%	20%
• a chance to travel	20%	25%	23%
• job security	8%	8%	8%
• service to my country	18%	19%	19%
• pride in being part of a special combat unit	8%	5%	6%
• a chance to win glory and fame	4%	4%	4%
• career and job training	17%	16%	16%
• none of the above	4%	4%	4%

As to courts and criminals, these are their impressions:

	Boys	*Girls*	*All*
• too soft on criminals	44%	34%	39%
• reasonably fair	48%	58%	53%
• too hard on criminals	8%	8%	8%

When asked how they think most policemen in their community treat young people, their response was:

	Boys	*Girls*	*All*
• in a friendly and courteous way	39%	39%	39%
• in a fairly harsh unsympathetic way	26%	20%	23%
• no opinion	35%	41%	38%

A majority (57%) think they should have a voice in the hiring of teachers:

	Boys	*Girls*	*All*
• Yes	57%	57%	57%
• No	25%	23%	24%
• Not sure	18%	20%	19%

Most students (60%) do not object to violence in the movies. They responded:

	Boys	*Girls*	*All*
• Yes	16%	24%	20%
• No	68%	52%	60%
• No opinion	16%	24%	20%

Career Education in Perspective

Yesterday, Today and Tomorrow

Grant Venn

The author presents career education as an entirely new concept in American education; and, after reviewing its development and growth, he admonishes educators to view the role of secondary schools from new perspectives.

A LITTLE more than 10 years ago, no voice was heard criticizing or praising career education. The situation is different now. The role and objectives of our educational system are questioned and criticized because social and economic forces have demanded a change in perspective and attitude.

A New Environment

Changing conditions in our society have created an entirely new environment: new aspirations, new jobs, new careers, and new national objectives. In fact, things have changed so much that Sylvia Porter, the well known economist and finance columnist wrote: "Of all education programs we have, vocational education may hold the most glittering surprises for us." She wrote this shortly after the 1968 Vocational Amendments were passed by Congress, greatly expanding the scope and objectives of the old vocational education programs and, in fact, becoming the basic concept for career education.

This legislation was opposed by vocational educators as being too broad and non-skill developing. It was opposed by the academic purists as being too vocational and anti-academic. The 1972 Amendments recently passed by Congress broaden the purposes further and move toward a career education concept.

Grant Venn is Callaway Professor of Education at Georgia State University in Atlanta.

Career Education Is a Concept

Career education is not a program, a course, a method, or a specific educational reform that will save education or solve all its problems. It is a concept, an approach to learning that represents expanded options for youth in school and renewal opportunities for those who have stopped school or are employed. It is a way to provide actual experience in real life situations, relating education to our future careers and offering motivation for learning in school while developing skills which are salable.

Career education, in its total application, is one of today's truly new concepts. However, it must still be seen in realistic perspective as related to the following: (1) education as the link between every individual and his future, (2) the nation's change from a stable, agrarian one to an affluent, changing, technological society, (3) the past efforts of vocational education in schools, (4) the social revolution that erupted in the last two decades, (5) how youth develop values, attain wisdom, and make the transition from school to society, and (6) the influence of societal changes on schools.

The Principal—Key Person

Unless the principal views career education from these perspectives (and they are not inclusive), it is likely to be seen as another fad or gimmick, promising much but producing little. To ignore these perspectives would be dangerous to the future of our schools—both to students and to principals. Perhaps the only thing less wise would be to do nothing.

The point of view expressed in this article is based on the fundamental premise that the school administrator, especially the principal, is the key to change. It is the principal who stands in the schoolhouse door, ready to open it to change and new options; lean against it; or, in some cases, to slam it shut and slide the bolt. For even the most innovative administrator to risk the future with a new concept, he must understand the "why" before he will find out the "how" and "what."

The principal's concept of career education is of prime importance. His understanding of its development as it has related to societal changes and thus the new role of the school is funda-

mental if he is to respond wisely and effectively to the career education opportunity.

What Is the New Challenge?

Advances in science and technology have created imbalances in the nation's social, economic, and educational institutions in the last two decades. Science and technology have changed the nature of human problems for a majority of individuals. (For example, five percent of the jobs available today require no education and no specific job skills: 20 years ago 25 percent of the jobs required only muscle and a willingness to work!) Some of the symptoms that graphically illustrate these transformations are manpower shortages in skilled and technical occupations, surpluses in certain professional fields, high unemployment during high prosperity periods, and the largest youth unemployment rate of any country. No one is more aware of these symptoms than employers, parents, and taxpayers.

Moreover, old values and traditions are questioned; many have been discarded. We have racial problems which must be solved; we have pockets of poverty throughout the nation which must be eliminated (evidence indicates a direct relationship between poverty, education, and skill development).

More education, more industries, more jobs, more welfare outlays, and more remedial programs have been efforts to find a solution. These have proven, at best, to be only short-term solutions. No real effort has yet been mounted in education to attack the problems of preventing human failure and developing human resources as the long-range solution. The concept of an education and manpower policy, aiming to prevent human waste and anticipating changing manpower needs, has yet to be seriously considered.

Past failures with mounting social problems and change are shifting a formidable burden on our educational system. Therefore, any hope for permanent solutions to the problems that threaten our nation's future lies in the education and development of each person for a productive and meaningful life. This means changing the functions, aims, and options in education in relation to the variety of individuals and multiplicity of careers available today

and tomorrow. Education and competence in a career area is now necessary for everyone. This is the new challenge.

Experience—The Great Synthesizer

Industry, the business community, and education must share the responsibility for improving processes and options available to youth in our schools. Career education may prove to be a most viable approach to make the entire society concerned, responsible, and involved in development of our greatest resource—the individual.

The present generation of young people is engulfed in a whirlpool of change. For this reason, it seems that today's educators, who were conditioned and educated for a role in a stable society, are the first generation with the task of educating the young and re-educating adults to the new dimensions of time and change. Because methods that solved problems 30 years ago help so little today, experience seems almost a handicap. Yet experience can be the great synthesizer that moves concept into practice.

Let us look at how career education developed to its present stage of significance and potentiality as a major educational concept.

Career Education—Yesterday

A comprehensive history of vocational education has yet to be written—a fact probably indicative of the academic world's attitude. It also leaves too many educators in the dark as to how and why this aspect of American education came to its present position as a part of career education. Educators seem to have a blurred image as to contributions skill development can make toward career education for all.

The basis of vocational education is firmly rooted in the decades preceding World War I. Although the advance of democratic thought and technological application may have made the concept of career education inevitable, the actual beginning was largely circumstantial and not related to educational theory. For purposes of perspective it is necessary to describe briefly these beginnings.

The concept of vocation is nothing new. People have always had to make certain career choices and have tended to dignify that choice by referring to it as a "calling" or a "vocation." Whether

the young person became a priest, a craftsman, or a farmer, he recognized his vocation as something permanent.

Societal Changes

This condition was well suited to a society whose institutions—religious, political, cultural, economic, and social—were based on *permanency*. But during the eighteenth, nineteenth, and twentieth centuries a counter trend developed, best described as a condition of *change*. Change, not permanency, became the mark of any institution that was to survive. The industrial revolution brought great changes between man and his work. The father-son pick-up method of career preparation was doomed. The individual needed education, new training, and he needed it from a new place.

During this time America accepted thousands of people from Europe who brought new work skills to this country—thus, there was no great need to develop any new institutions. It wasn't until 1862 and the Morrill Act, which started the land-grant colleges, that anything happened in the United States.

Very little occurred again until 1917 when the Smith Hughes Act provided federal funds for vocational education—mainly because we were short of foodstuffs and skilled craftsmen during World War I. For example, in 1870 eight out of 10 high school graduates entered college and nearly all of the career preparation took place in the colleges or on the job. The high school became the preparing institution for colleges and the "selecting out" institution for those needed in a work force still using muscle power. Few girls attended either high school or college.

The High School's Role

The role of the high school became set: college preparation, general education, and screening. Thus when the Vocational Education Act of 1917 was passed, the high schools resisted going much beyond a war effort even though the pressure to fill the vacuum of middle-level-skills was building.

Finally, when the pressure of the early twentieth century was great enough, the schools did add vocational education as a special curriculum called the vocational education track, generally in separate schools apart from the main stream. Preparation for careers was not the job of the high school in the minds of most

educators. Success was in the preparation for college of a now much smaller percentage of a many times larger enrollment.

The Vocational-Academic Debate

Changes continued and finally a coalition among business, government, and a few educators forced through the Smith Hughes Act (1917); the George-Reed Act (1929); the George-Ellsey Act (1934); the George-Dean Act (1936); and in 1946 the George-Barden Act. Also, during World War II, Congress put more than $100 million into a program called (VEND) Vocational Education for National Defense.

During this time, manual training movement became the opening wedge for vocational training into the secondary school curriculum. It became known as general education and was more or less accepted by the educators but offered little in the way of career orientation or preparation.

The significance of this split in education thought cannot be overestimated. During the decades 1890-1910 vocationalism was one of the hottest issues in education, and the failure of educators to agree then, later, and even now, on the place of vocational education in the schools was to leave a heavy mark on the kind of vocational education which, inevitably, was put in the schools.

Thus began the continual and futile argument—academic versus vocational!

Career Education—Today

The stage was set for more than 50 years of separation in education between the college-bound programs and the vocational curriculum. And, as might be expected, the philosophical debate as to the role of the school, especially the high school, continued. Even Dewey's writings on activities and problem solving failed to dent this continued split. As short a time as 12 years ago, the major efforts of the schools were focused on more college preparatory work and special programs for the gifted. The public high school was attempting to become elitist in philosophy and programs while at the same time accepting a larger percentage of all youth.

This inevitably led to the development of the general curriculum which was neither fish nor fowl, but preserved the basic emphasis on preparation for preparation's sake. The vocational effort hardly changed this with less than two percent of all

students enrolled, excluding home economics and agriculture—a grudging effort and no response at all to the future career of the students in terms of a new technological society.

The high school today is still doing pretty much the same thing as it was doing in 1890, yet today it enrolls more than 75 percent of the nation's youth compared to 10 percent in the late nineteenth century.

National Issues and Efforts at Change

Very serious problems have become obvious to all. We have a high unemployment in a period of high economic growth; we have a staggeringly high youth unemployment, which James Conant called "social dynamite"; and we have a drug culture, youth communes, and rebellion against all kinds of social institutions. Crime rates are rising; pockets of poverty fester throughout the country; and James Coleman has documented the fact that children are not learning better even though some major efforts have been made to pump special funds and programs to the disadvantaged.

The Peace Corps, the Neighborhood Youth Corps, the Job Corps, the Manpower Development and Training Program, the Office of Economic Opportunity, and numerous other special programs were built to take care of the "failure" of the schools, especially the high school. This period also spawned the explosive growth of the community college, even with few federal dollars involved.

A Role for Education

In 1961, President Kennedy appointed a blue ribbon committee of people, headed by Benjamin Willis, superintendent of schools in Chicago, to study vocational education and review, evaluate, and make recommendations for improving and redirecting the program. The report, issued in 1963, concluded that "expanded vocational education, apprenticeship, and technical training are especially needed now to prepare both new workers and the unemployed to fill job openings available. . . ." Again little if any recognition of the educational split and the irrelevant role of the high school for many young people! Even though funds from Congress increased fourfold by 1965, little change occurred in the high schools and a new institution was born, the area vocational-technical school.

The 1963 Act did call for a review in 1966 and every five years thereafter by a Presidential Advisory Committee to evaluate the administration of the Act and its impact. The report of this review panel headed by Martin Essex, currently Ohio State Superintendent of Schools, resulted in the 1968 Vocational Education Amendments, which broadly expanded the use, scope, and purpose of federal funds and for the first time called for a true infusion of career preparation into the schools.

The 1968 Amendments called for the following: five-year state plans, funds to be used for other than skill development, additional emphasis on research and innovations in practice, mandated state advisory committees made up of educators as well as others; and in general it added the concepts of early career orientation, exploration, career counseling, guidance, and placement. It also allowed new approaches to learning outside the school. By 1971 more than 15 percent of high school youth were involved in career preparation in addition to a large number of junior high and elementary pupils. The most significant fact, however, is that many high schools have yet to do anything.

Remediation vs Prevention

In fact, the decade of the 1960's saw approaches which might be termed remedial and corrective based on the belief that the nation was temporarily in trouble and that special programs were needed for those who could not adjust. Once we helped them we could resume business as usual. Second, the school was not really the institution to work through. Schools were expected to remain the same by the conservative, and they were hopeless in the eyes of the radical. Third, educators on the whole, especially administrators, didn't want to get involved—it wouldn't help the better student and the new programs could take the school misfits.

The net result was a failure of the remedial and corrective approach both in the schools and in the federal programs aimed at the disadvantaged.

To sum up:

First, any program to prepare people for the future outside or apart from the educational mainstream will be seen as second class by those enrolled, by those who employ the graduates, and by those who pay the bill.

Second, an overemphasis on remediation and correction rather than on development and prevention of human failure will not solve the immediate problems nor will it help the primary institution, the schools, to change. It will also cost more.

Third, emphasis on entry job skills and employment are not enough to help the most needy, the average or the most talented. Every person aspires to a future career which has vertical and horizontal mobility as well as individual purpose.

Career Education—Tomorrow

The first major statement on career education made by a recognized national governmental official was delivered by Sidney P. Marland, then U. S. Commissioner of Education, before the 1971 convention of the National Association of Secondary School Principals in Houston, Tex. He asked:

> Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life?

Marland announced in the same speech that career education . . . "will be one of the very few major emphases of the U.S. Office, priority areas in which we intended to place maximum weight of our concentrated resources to effect a thorough and permanent improvement." Although many articles and speeches were made following the 1963 Vocational Education Act and the 1968 Amendments, there had never been a definition by the person in a top national education spot which made one's future in terms of career a vital foundation for educational reform.

The response was vigorous and broad if not consistent. What is career education, how will it be funded? Are we throwing out the baby with the bath; is it a new name for vocational education; is this a new gimmick; and a host of other questions were raised by concerned and thoughtful people, educators as well as others.

A Turn Around

At the same time the executive branch of the government was slowly and definitely dismantling the many programs begun as

remedial efforts in the 1960's. Thus it would appear that the schools were being admonished to redefine roles and programs—especially the high schools and the two-year post-secondary institutions. In 1972 the Congress passed new legislation entitled Community Colleges and Occupational Education and extended many provisions of the 1963 Act and its Amendments to broaden the role of the schools, including entry job placement and follow-up provisions as well as guidance for careers for all youth and adults.

This brief statement unfortunately relates to the efforts of the national government. Pressures originated in issues related to federal jurisdiction: unemployment, poverty, equal opportunity, and manpower needs. These issues resulted from a national technological change and the solutions will require more than state and local efforts.

The significance is that the emphasis has now turned to education, the link between the individual and his future in a technological, affluent, changing society. The long-held faith of Americans in education appears, once again, to be turning to the schools, but, with a clear call to do more than increase the efficiency of what schools are doing now.

It is equally obvious that the schools cannot do the job alone and new relationships between the schools, business and industry, employers, government, and other social agencies will be required. Exactly the form these relationships should or will take is not certain, but the transition from school into society as a contributing individual cannot be accomplished inside the school.

The role of the high school principal in this reformation of education is probably the key factor. His concepts of his job, the role of the school and his leadership responsibilities regarding reeducation as societal function will be greatly changed if career education becomes a means to reform the schools so they serve society and all of its citizens.

Some Relevant Questions

When one thinks of career education and the role of the schools in the future he must consider the following questions as relevant:

1. How can preparation for a career become a major purpose of the secondary school in order to prevent future damage to people and excessive remediation costs?

2. How do we prepare youth for a relevant and contributory role in a technological society?

3. How can the secondary school become a pathway to an adult role for all those who enroll and for those who need more education and skill competence?

4. How can the secondary school offer the diversity of educational options necessary to serve all its student body?

5. How can the secondary school develop a continuing relationship between its students, its programs, and the world of work?

6. How can the secondary school provide optioned ways to learn and a choice for those who do not plan to continue their education immediately?

7. How can the secondary school cooperate with businesses, industry, public employers, and other social agencies to help the undereducated succeed in a technological society?

8. How can the secondary school make learning relevant to those youth who now reject the present options?

Career education may be a concept whose time has come. For those of us in education who were taught that the schools did not serve everyone—the time has come to look at our premise from new perspectives.

An Obvious Problem

One unsolved problem in education is deterring young people from smoking. The problem is obvious. "Not only are more young people smoking than ever before," reports Walter G. James, vice president for public education of the American Cancer Society, "but smoking is starting younger and younger in our children."

Children are more influenced by what they see adults do than by what they hear adults tell them. The approach that James suggests is to stop trying to change children and, instead, try to change adults.

"Let's seek out teachers, parents, and older brothers and sisters, and remind them of their influence on children's smoking behavior," James suggests. "Of what use is it to give children the facts about cigarettes when they continually see adults go off to have a smoke?"

Finally, James urges that educational programs aimed at children begin earlier in life. Where smoking education usually starts in the 7th or 8th grades, it should originate by 4th grade.

Career Education: Myth or Magic

Kenneth B. Hoyt

The demand for career education is real and it is strong, concludes the author, who encourages educators to debate the concept after reviewing its basic components, current status, and implications.

PROPONENTS and opponents of career education are increasing. Some have described it as the most positive and powerful force for educational change that ever existed. Others have described it as a vicious scheme designed to undermine quality and lower educational standards throughout the country. Both extremes are equally wrong.

Emphasis Should Be on Study

Fortunately, most professional educators find themselves today somewhere between these two extremes. This is how it should be. One of the marks of the truly professional educator is his willingness to search for clear understandings about both the nature and the implications of new educational concepts prior to either accepting or rejecting them. Career education currently suffers from too much "selling" and too little serious study. Hopefully, our emphasis here can be on study, not on selling.

Four initial questions need to be identified and answered: a) What *is* career education? (b) What forces have led to the current emphasis on career education? c) What is the current status of career education? and d) What are the major implications for educational change growing out of career education?

Kenneth B. Hoyt is a professor of education at the University of Maryland.

The purpose of this article is to provide a broad and factual basis for beginning to answer these four questions. Comprehensive and final answers would require much more time and very much greater insight than is available to me. This, too, is fortunate in that whatever is regarded as a "final" answer—one to which a person is completely committed at a particular point in time—must come from within the professional person. They cannot and should not be imposed by others.

What Is Career Education?

No national consensus exists among leaders in career education about the definition of this term. The debate rages. A review of the variety of definitions would not seem parsimonious here, but, it seems more prudent to examine only a single definition in order to establish a common point of departure for professional debate. The definition that has received the most national publicity is the one in the film on career education and the USOE publication *Career Education: A Handbook for Implementation* used in the recent 16 regional U.S. Education Commissioner's Conferences on Career Education. Since I wrote it, I happen to like it. In those documents, it reads:

> Career education is the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Among the more important of the basic concepts implied in this definition are the following:

- "Public education" means education available to the public and from which the public may choose. Thus, career education speaks to all educational settings, not just the K-12 public school system.
- Career education involves an active partnership between education and the community. It is not something the schools can be expected to do by themselves.
- Career education concerns itself with education as preparation for making a living. This, obviously, is only part of the broader

goal of preparation for all of living. Career education is not all education, but only one of a number of worthy educational goals.

- The objectives of career education are to help *all* individuals *want* to work, *acquire* work skills, and *find* employment.
- The *goals* of career education are to make work *possible*, *meaningful*, and *satisfying* to each individual. This will demand new ways of viewing work values over and beyond the classic Protestant work ethic.

Five components of career education are pictured in the USOE film and official handbook. The nature and basic rationale for each must be specified.

Emphasize Career Implications

The first component consists of the efforts of all classroom teachers at all levels to emphasize the career implications of the substantive content they seek to help students learn. The three goals of this component are to help students acquire a personal set of work values that will help them want to work, to understand their need to learn *this* substantive content enabling them to acquire higher level educational skills later as preparation for work, and to understand the importance of this substantive content as it relates to various careers.

In short, this component aims to help students see some relationships between what they are now studying and possible careers they may choose to follow in the future. This form of educational motivation is seen as one that should appeal to all of the students some of the time and to some of the students almost all of the time. If incorporated with all other forms of educational motivation, it is assumed that students will learn more substantive content. That assumption has already attained partial validation.

The second component consists of vocational skill training in formal education. The goal is to provide students with occupational skills required to work successfully. The phrase "vocational skill training" rather than "vocational education" is used to emphasize the fact that any class may be vocational skill training for one or more of its students. A mathematics class is vocational skill training for the prospective engineer or mathematician just

as a machine shops class is vocational skill training for the prospective machinist.

Through this reasoning, it is hoped that we can eliminate the false notion that only a part of the school called "vocational education" prepares students to work while the remainder of the school exists for other purposes. More importantly, we hope to eliminate a second false perception that pictures only vocational education students as ones preparing to work. Education as preparation for work must become a major goal of all who teach and of all who learn. This, of course, does not mean that the goal must be one of providing students, by the conclusion of any given course, with immediately marketable job skills.

Community Participation

The third component consists of efforts of the business-labor-industrial community to participate in career education. This is pictured, in part, as providing observational, work experience, and work study opportunities for students *and for those who educate students*—for teachers, counselors, supervisors, and school admintrators. Like all other components, this one is seen as appropriate for all students—those who choose to go to college as well as those who choose not to do so. As a rationale, this component assumes that neither students nor educators can learn what they need to know about work or about relationships between education and work by insulating themselves from the real world of work outside of education.

An equally important part of this component consists of cooperative efforts aimed at helping students make a successful transition from school to work. Implementation of this component calls for major changes both within and outside of formal education. To date, the business-labor-industrial community has appeared to be more ready for such changes than has the formal educational community.

The fourth component of career education consists of career development programs that begin no later than kindergarten and continue through all of adult education. Career education, without career development, is simply "brainwashing" and could be supported by no person who truly cares about his fellow human beings.

This component, involving the efforts of all educators and those of persons outside of education, aims to help students understand themselves and their educational-occupational opportunities, to make reasoned choices, decisions, and adjustments related to these understandings, to accept personal responsibility for decisions they have made, and to implement these decisions in such ways that bring satisfaction to the individual and benefit to society. Counselors will be important persons in the career development program component, but many others will also have vital responsibilities for its successful implementation.

Responsibility of Parents

The fifth component of career education consists of activities carried out within the home and family structure. This component recognizes both the right and the responsibility of parents to care about and to influence attitudes their children develop towards work, towards education, and towards the relationships existing between work and education. It sees the home as a place where both work values and the dignity of all honest work can be taught.

Additionally, it recognizes that if we help students get ready to earn money, we must also help them get ready to spend it and so assigns a consumer education role to the home. Finally, it recognizes the need to influence parental attitudes in ways that will lead parents to be supporters, rather than antagonists, of career education's goals.

The success of career education is seen as equally dependent on each of its five major components. Elements of each component have been present in American education for many years. Career education asks that all elements and all components now be put together in a comprehensive career education package that will truly make work possible, meaningful, and satisfying to each individual. Should this be attempted? Can it be effectively accomplished? What will be the price of career education? Questions such as these must now be considered—and answered.

Forces Behind Career Education

Forces both outside and within education have combined to create the current demand for a career education emphasis. While

some people may resent and resist such forces, there is no doubt of their existence. It seems desirable here to specify these forces as clearly as possible.

Within the broader society, the general condition creating a demand for career education can be identified as a steady but persistent erosion of the work ethic in the United States of America. Results of this erosion are seen in the current high unemployment rate; in the steadily growing gap between youth and adult unemployment rates which, from 1960 to the present time, have grown from a ratio of 2:1 to almost 5:1 and are still rising; in the ever increasing cost of welfare payments that must be provided for the unemployed; in the continued presence of a condition where the cost of producing goods and services is rising at a rate approximately four times as great as the actual rise in production itself; in the spectacular failure of remedial manpower programs to reduce the numbers of job seekers who lack job skills required in today's occupational society; in the rapid rate at which other nations in the world are gaining on the United States as producers and suppliers of goods and services in the world market; and in the demand to find and reward new kinds of work values and work motivations in the post-industrial society in which we live.

Is Education To Blame?

Conditions such as these have created a societal crisis that is clearly recognized at the highest levels of government and in both major political parties. As with most other societal crises, education is being assigned a major (and undue) portion of the blame and is being asked to assume an even greater portion of responsibility for effecting a cure.

Within education itself, those urging a career education emphasis point to such facts as our continuing high secondary school and college dropout rates; the general condition that finds 80 percent of secondary school students readying themselves for college attendance when less than 20 percent of the jobs in this decade will require a college degree, a condition that finds records being simultaneously created in the numbers seeking college admission and the growth in unemployment rates among college graduates; the continuing presence of literally millions of students with no clearcut vocational or career goals; the high degree of

student unrest and disenchantment found among students at both the secondary and post-secondary school levels; the relative slowness with which adult and post-secondary occupational education programs are being initiated and accepted; and the general failure of American education to recognize the increasingly close relationships between education and work that are a natural accompaniment of the post industrial, service-oriented occupational society in which we now live.

These kinds of educational conditions have surely been factors in the record number of school bond issues that have failed in the last few years, and in the growing amount of criticism being leveled at education and at educators at all levels of education. Many of those who now criticize are claiming that comprehensive career education programs can help correct each of these conditions. Whether or not they are right remains to be seen.

Current Status of Career Education

Even the most rabid critics of career education cannot deny its current popular support. This support is seen in the high priority assigned to it by HEW Assistant Secretary Sidney P. Marland and in the willingness of USOE to back up its verbal support with millions of dollars earmarked for career education efforts. In fiscal 1972, that dollar support exceeded 113 million dollars and, with passage of the Higher Education Act and its signing by the President on June 23, 1972, that amount will surely be several times as great in fiscal 1973.

Support for career education is certainly not confined to the U. S. Office of Education. Grant Venn of Georgia State University reports that all states but one have reported plans for at least one statewide conference on career education with several states planning Governor's conferences on this topic. It has been estimated that a minimum of 25,000 key individuals, both educators and non-educators, will attend these conferences. Several states have designated career education as among the top priorities of the state board of education. President Nixon endorsed career education in his 1972 State of the Union message to Congress.

In addition, career education has been endorsed and supported by such diverse national groups as the U. S. Chamber of Commerce, the American Association of Junior Colleges, the American Association of State Colleges and Universities, the National Ad-

visory Council on Vocational Education, the Council of Chief State School Officers, the American Association of School Administrators, the American Vocational Association, and the National Association of Secondary School Principals. No large national organization, either within or outside of education, has, to date, taken any formal position in opposition to career education.

The U. S. Office of Education has received three times as much mail from the general public supporting career education than it ever received in support of the "Right to Read" program. The "star" of career education is definitely rising. Will it continue to do so? To answer this question, we must now look at the kinds of changes necessary if career education is to become a reality in American education.

Implications for Education Change

The successful implementation of career education will demand major changes in American education. Optimism can be found in the fact that, without exception, the seeds for the basic kinds of change needed are deeply rooted in many years of educational research and innovation. Such changes include:

- The creation of a true open-entry/open-exit system of education in which the term "school dropout" becomes obsolete.
- The installation of performance evaluation as a primary basis for evaluating educational accomplishment.
- The creation of the 12-month school year, the 6-day school week, and the 18-hour school day in which both youth and adults can learn together in courses that run for varying lengths of time under some form of flexible scheduling.
- An increased emphasis on a project-activity oriented approach to instruction that will allow greater individualization of instruction and demand relatively small class sizes.
- The presence of 12-month contracts for all professional educators that call for part of the time to be spent in the world of work outside of education and/or in other kinds of learning activities.
- The creation of comprehensive career guidance, counseling, placement, and follow-up programs that serve both in-school and out-of-school youth and adults.

- The creation of methods for granting educational credit to students for tasks performed outside the walls of the school and under supervision of persons who do not possess standard teaching certificates.

Conclusion

These are but a few of the major kinds of educational change called for by career education. Is it any wonder that some have referred to career education as an educational revolution? Personally, I prefer to think of it as an educational evolution. There are several reasons for this, including the fact that none of these basic proposals is new, the fact that no school system can implement all of them at one time, and the fact that all of them will require additional funds, the provision of which will surely slow the implementation of career education to some extent.

We have now reached a point in time when we must either support or oppose career education, for it can no longer be ignored. The demand for career education is real and it is strong. The basic concepts of career education have now been stated clearly enough so as to be capable of debate. The methodology for implementing career education is largely known and validated. The prospects for obtaining the additional funds required if career education is to work appear bright. There remains only a question of commitment to career education on the part of the individual professional in education. That question must now be asked—and answered.

Driving Range for $800,000

Driver education is offered in most high schools, but despite its importance, little has been done to improve on-the-road training. This part of the course is usually conducted by a teacher taking a car full of students onto public roads and looking for areas where the students can experience different traffic situations without endangering other drivers.

In Burke County, N.C., federal and state support have been put together with local interest to develop a model defensive driving range capable of providing students with every on-the-road experience, without ever taking them on a public road. The project is sponsored by the Governor's Highway Safety Program and the National Highway Traffic Safety Administration which paid about two-thirds of the $800,000 cost.

from: Educational Facilities Laboratories, *Schoolhouse*, January 1973.

Creating an Environment for Career Education

Frank N. Carricato

Using the analogy of farming to illustrate the nurturance of a career education program, the author offers practical suggestions on necessary first steps in cultivating career education.

Introduction

Career education concepts are not new, but the program development across the nation does introduce many new elements not found in previous programs. The most significant of these elements is the effort to assist all students to participate in the school's career education opportunities. Such an effort will require significant changes in counseling approaches, curriculum development processes, and staff utilization practices. Changes of the magnitude required cannot occur spontaneously, since they require extensive coordination of effort and resources. The school principal must have a total commitment to the career education concept if the necessary reordering of priorities is to take place. He must also assist the staff to develop the local program based upon the objective assessment of the school's needs and a reasoned commitment of its resources.

Educational Farming

A principal who wishes to develop a functional career education program within his school must first analyze the school to determine its needs, and then he must develop a strategy for implementing the desired changes. Although there are many models suggested for implementing organizational change, most of them

Frank N. Carricato is principal of Winston Churchill High School in Potomac, Md.

seem too formal and technical to be of much practical assistance to the practicing line administrator. The steps which are described in the following pages are, therefore, offered as an alternative to the more formal models and, hopefully, will be more helpful, since they proceed in an orderly fashion through a process with which most of us are generally familiar. I believe the steps followed by a successful farmer present us with a very orderly and useful guide to direct our efforts in developing any type of major organizational change such as is required in the building of a career education program in the school. Successful farming requires careful attention to the sequential steps involved in the growth process of crops; likewise, successful educational farming requires that the principal understand the change process and is competent to administer the necessary procedures required at the proper time.

Assess the Environment

The first step in successful farming is the objective assessment of the existing physical conditions of the environment. The farmer must know the composition of the soil, the climatic conditions of his area, and the length of the growing season before he can make intelligent decisions about the type of crop to raise and the proper procedures to follow to nurture the crop's growth. Any farmer who disregards this basic first step would be considered foolish, since without it he must rely completely on luck to bring in a desired crop. Although it may be very pleasant to think about growing watermelons in Alaska, there aren't too many souls reckless enough to invest the time and energy in such a risky venture.

The educational farmer must also make a preliminary objective assessment of his environment to determine whether the conditions are right for the career education crop he hopes to grow. Although he may be very impressed with a program being developed elsewhere, it is unlikely that he can transplant it intact to his environment without making some effort to adapt it to his own set of conditions. A principal who disregards this first step inevitably courts disaster or at the very least risks harvesting a crop that may be wanting in comparison with the original. Hopefully, there will be few principals who will risk such ventures; but, if the history of earlier educational innovations is reliable, we can expect a considerable number of principals to do just that and then

complain bitterly that it is the career education concept that is faulty.

Prepare the Soil

A careful assessment of the area's physical conditions is followed by a farmer's intensive efforts to prepare the soil. This step includes such specific procedures as plowing to turn over new ground and harrowing to break up the clumps and make the soil an even consistency. These efforts are probably among the most physically taxing of any of the procedures required in the entire farming process, yet they are rarely omitted, since most soil would not offer a suitable bed for the seed without this preparation.

The educational farmer would likewise be well advised to avoid sowing his seed upon unworked ground, for it would be rare for any worthwhile educational crop to spring forth from such casual effort. A principal who has decided that a career education program is needed in his school and that the environment is supportive of such a program should, therefore, begin by preparing the soil for the planting of the idea. He should begin by encouraging the staff, students, and parents to intensively discuss the school's program and to consider the ways that a career education program might meet some of the needs identified during these discussions. The principal should take an active role in these discussions by sharing his own perceptions of needs and suggesting general approaches for meeting these needs, but he should not monopolize the decision-making process to insist that his ideas be totally implemented.

Community attitudes, prior conditioning and training of the staff, and orientation of the student body are factors which must be considered when preparing the soil for a career education program. Although the objectives of career education are not new, having been endorsed for many years in such notable documents as the *Seven Cardinal Principles* and *Functions of Secondary Education*, the fact that these objectives have not been vigorously pursued in most schools may result in considerable initial resistance to change.

Many parents, well-intentioned but over-sold on the value of a college education, will be uninterested in any programs except those designed to promise instant success in college. Many teachers will also be reluctant to become involved for the above reason

and/or because they believe one or a combination of the following: (1) that what we have been doing in this area is sufficient; (2) that there is an inherent hierarchy of subjects which presupposes that academic subjects are freed from the need to be utilitarian; (3) that career education is solely for the non-academic student and thus is the responsibility of those teachers who teach that type of student; and (4) that career education programs would require a personal effort far exceeding any perceived personal benefits at this early stage. Students too will share some apprehensions and uncertainties with regard to the program, especially if they are typical high school academic types who have had little opportunity to think of education as anything but preparation for college.

The above then is the soil that the farmer principal will have to plow and harrow if he is to provide a suitable seed bed for his career education crop. In some cases, the ground will be very hard and difficult to work; in other instances it will be less so. However, it will be a very rare case where no initial preparation is required, and to act otherwise would be to greatly increase the risk of failure.

Sow the Seed

The initial step described above supplies the farmer with the information he needs to select his crop and to plan the subsequent activities which he must engage in to bring his crop to harvest. The principal, following the above suggestions, should now have in hand a list of program objectives for career education and a general outline of his subsequent strategy for implementation. The objectives should be based upon the needs of the learners, should be simply stated, and should be consistent with the philosophy and functions of the school. The strategy should in broad outline describe the means proposed to achieve the objectives and should also generally describe the responsibilities of the participants, the resources available, the implications for the total program, and the methods of evaluating the progress of the program toward its objectives. The participants in the program will at this stage be made aware of what they are attempting to harvest, what resources they will have at their disposal to achieve the program objectives, and what personal commitments of time and effort will be required of them.

A successful farmer is extremely conscious of the need to select good seed if he desires to have a bountiful harvest. Likewise, a principal who desires to develop a successful career education program must be certain that the development of objectives and strategy is carefully organized and presented to those who are to be involved in the implementation of the career education program. If step two, the preparation of the soil, has been done properly, the principal should already have many people who support the need for a career program and who have been involved in the development of a tentative program proposal. The principal would certainly want to involve these people in the presentation of the program to other staff, parents, and students who will be involved in or affected by the program. Extensive efforts should be made to sow the seed (program ideas) broadly at this time to many diverse groups, and time should be permitted for individuals to thoroughly discuss the ideas and to raise concerns. Since the resurgence of interest in career education is relatively recent, its definition, objectives, and methodology vary considerably among those who are writing and speaking about it. The local program must be carefully explained so that all participants will share a common perception.

The principal should also be aware of various other problems which can arise at this stage and should be prepared to avoid them if at all possible. First, the staff may perceive that the benefits to be derived from the program may not be worth the effort required to develop and implement it. The best counter to this criticism is to make certain that the career education program is designed to resolve some of the felt needs of the group, and to ensure that during the presentation of the idea these needs are discussed in relation to the program objectives.

Second, the target group may be reluctant to offer support because they believe the career education program will adversely affect other program directions which are of equal importance in education. This objection can be minimized if the presenters guard against over-enthusiasm. A career education program should not be presented as the panacea for all of education's ills; nor should it be viewed as the total effort in an educational program. The presentation must show the career education thrust to be but one part of the school's educational program and should indicate how the career education aspect will articulate with and support the other parts of the total program.

The target group's perceptions that the program's stated goals are not the real goals of the program may be a third reason for rejection or lack of support. A carefully-planned presentation that is based on student needs and attends to the program-planning suggestions made earlier in this article is the best strategy for minimizing this concern. The concerns of "getting on the bandwagon" or of the principal having ulterior personal goals can be best avoided by helping the target group to understand that the proposed program has been carefully planned by those to be involved in its implementation and that it is designed to meet local needs.

Provide Nutrients

All of the above steps have been designed to get the right seed into supportive, fertile soil. Few farmers would sit back at this stage and wait for the harvest. A good farmer realizes that it would be unlikely that the ground will be sufficiently rich to nurture the growth of the crop to full maturity. The educational farmer cannot afford to relax his efforts at this stage either; he must now assist the program development by providing resources which support the staff's efforts to nurture and implement the career education program.

An essential element of his behavior should be to continually demonstrate his interest in and commitment to the development of the program. He should make every effort to increase his personal contacts with the people involved in the project to give them the opportunity to discuss their feelings of progress and/or frustration. During such discussions, the principal has the opportunity to be supportive at the same time he is collecting firsthand data upon which to base his decisions regarding the need for additional action or resources. He also has the opportunity during this stage to explain how the project is affecting the total program and thus to provide encouragement for further staff effort.

A project staff that is working with a well-planned program will be able to exercise considerable autonomy during this stage, but provisions should be made to permit them to share their ideas with each other and with other staff members working on career education projects in other schools. The principal should make every effort to obtain the needed leave time and travel allowances to make such opportunities available to members of the project

staff. The principal should also be sensitive to impasses that the project group may encounter and should be ready to recommend the use of consultants or other resource people who would be able to work with the group on particular problems identified by them.

Finally, an effort should be made to encourage the group members to share new information with each other and with other staff members not involved in the project. Periodic progress reports to the entire staff or to members of the school community provide opportunities for giving recognition to the project staff and building interest and commitment on the part of others who are affected by the project. The latter point cannot be stressed too strongly for those who are working with career education projects, since it is essential that the school enlist the active participation of the community resource people if the program is to be fully effective.

Weed the Crop

The farmer should now be able to look across his fields and begin to see green as the seeds take hold and begin to sprout. Careful attention and continued effort is still required, however, for a fertile soil will also foster the sprouting of seeds that had been residual in the soil from years past or which had been inadvertently delivered and sown by acts of nature. In some cases, this weed seed is in fact more hardy than the seeds which the farmer planted and, without continuous weeding, the intended crop can be deprived of the nutrients and sunlight necessary for its growth and survival.

The educational farmer must likewise tend his crop and be on the alert for the sprouting of ideas which would divert the group's efforts and lead the project away from its intended objectives. The group must have a clear statement of the project objectives if it is to avoid this type of problem. New ideas can then be evaluated against the objectives and thus provide the group with a plan for positive project direction. Without such statements of objectives, time and effort can easily be wasted in arguments among the staff which are counter-productive to a problem-solving strategy. Furthermore, such deficiencies frequently will result in many false starts during which considerable resources can be wasted in counter-productive efforts.

Harvest and Distribute the Crop

Harvest-time is typically a time of celebration and rejoicing as a bountiful crop is brought in from the fields. Although he must exert considerable effort to reap and process the crop for use or distribution, the successful farmer now has in hand positive testimony of his skill and ability. He will, of course, carefully evaluate the crop to sort it for various types of usage and to cull out the inferior plants, but if he has done his job well he should have much for which to be proud and thankful.

A bountiful harvest should also be expected from a career education program if the steps described in the preceding sections have been carefully followed. In addition to enjoying the satisfactions of a successful program, group members should also take this opportunity to realistically evaluate the results of their efforts. This should be a time for honesty as well as self-congratulation, and an objective evaluation process should identify those areas of weakness as well as strength. Each program objective should be carefully assessed to determine the degree to which it has been met and, for those which come up short, plans should be made to overcome the deficiencies in the next effort.

The distribution phase of the career education program should also attend to good marketing principles. Descriptions of the program should include a discussion of the problem areas as well as of the program successes. The principle of *caveat emptor* should have no place in the discussion of educational ideas; the program must not be oversold to others but must be honestly described to alert others to the pitfalls as well as the promise.

Summary

The above procedures were carefully followed during the planning and implementation stages of the career education project at Winston Churchill High School in Montgomery County, Maryland. Although 90 percent of the graduating class normally matriculates into post-secondary work, a long-term assessment of the program indicated that many of the students were concerned with the practical utility of the educational program and were looking for further assistance in developing an educational program which would assist them to progress toward future careers.

A career education program was thus developed to provide more assistance for students to develop self-awareness, career-awareness,

and decision-making skills applicable to better personal educational planning. Although we are still in the stage of providing nutrients for our initial project, we can already see healthy sprouts springing up which give promise of a successful crop. Much work remains to be done but already many students are availing themselves of the new opportunities offered in the program and a spirit of enthusiasm and commitment is spreading through the staff. Community resources are being more fully utilized than ever before and a computerized community resource bank is being planned for the future. Although final judgments must be reserved until the crop is finally harvested and evaluated, these early signs seem to indicate that the new crop will significantly improve the diet of many students who participate in the program in future years.

Program for Prospective Parents

A major program aimed at teaching teenagers how to become good parents has been launched jointly by HEW's Office of Education and Office of Child Development. The Education for Parenthood program will reach some 500,000 adolescents in its first phase during 1973, and lead to the establishment of parenthood education programs in 500 local school districts by September 1973.

The program will seek to improve the competence of young people as prospective parents by increasing their awareness of child growth and development; the social, emotional and health needs of children; and the role of parents in fostering a child's development.

Among the national statistics supporting the need for parenthood education programs for teenagers are these:

- Approximately 210,000 girls aged 17 and under gave birth in the U.S. last year.
- One of every 10 school-age girls is a mother, and 16 percent of these young mothers have two children.
- The national divorce rate for those married in their teens is three to four times higher than that of any other age group.

The Office of Education and the Office of Child Development currently are identifying exemplary curriculums and program materials and plan to make them available to interested school districts and national organizations. They will also develop and publish a catalog describing existing parenthood education programs and their locations.

Remarks Regarding Career Education

Harold Howe II

Career education can take an important role in improving the conditions of life for everyone, the author believes; but we must guard against espousing it as a panacea while ignoring other important educational and social needs.

SINCE some of you here are reasonably well aware that I hold some views about education generally not shared unanimously by all the authorities on career education cited above, I might as well lay that matter on the table right now. None of what follows is filtered through any feeling of animosity because of certain differences of view which certainly do exist. I am trying to call my shots on career education and related matters the way I see them as an educator and without any attention to political matters at all.

As I see it, the concept of career education should be supported by the professional educational establishment of this country. Particularly for secondary school youth it holds the hope of helping to make their educational experience more useful for more young people. Also, contained within it, as it is increasingly defined and particularized, are elements that could bring about very useful institutional reforms in the schools.

Having said this, I may as well tell you right at the beginning of these remarks that I don't think career education is by any means the only emphasis we need for making schools serve young

Harold Howe II is vice president of the Division of Education and Research in the Ford Foundation. *This article is the text of his speech before an Educational Testing Service-sponsored conference in Washington, D.C., on May 12, 1972.*

people better. In some of the statements that I have read, I find disturbing suggestions that it may be a panacea. I am reasonably sure it is not. But before I get onto these qualifying and in some cases negative considerations, let me accentuate the positive for a few minutes.

First, schooling should, in some measure, address itself to learning about and preparing for the world of work. The early and middle school years can be used to open up for all students a sense of the wide variety of occupational options before them, and the later school years can contribute, with special emphasis on good guidance procedures, to realistic choices based upon individual preferences and talents. They can also play an important part in the development of talents.

Second, the introduction into the schools of the concept of career education can be used as a lever to break down the status gap between the vocational and college preparatory curricula and also to remove from the schools entirely the old, low-status, and purposeless "general curriculum," into which students who are neither vocationally nor college oriented are sometimes segregated. (This should not be confused with the idea of removing from the schools responsibility for "general education." I shall have more to say about this later on.)

Third, to quote President Nixon, "career education is not a single, specific program." It is, instead, a concept for encouraging curricular, instructional, and organizational change in schools with a view to producing a much higher incidence of opportunity in the world of work for young men and women who leave the schools at any point—during high school, after high school, during college, or with the benefit of the bachelor's degree.

In a sense, the career education concept seems to say that for too long too much of the school's activity has been cluttered up with hangovers from the past that have little relevance or meaning for young people, and it asks the schools to refocus in a major way on helping them to gain entrance to the world of work.

Fourth, career education recognizes the rapidity of change in the modern world and its growing impact upon the work patterns of human beings, particularly in an industrialized society. It argues strongly for the provision of educational services to help retrain people throughout their lives, so that human beings do not have to suffer obsolescence and so that they keep abreast of, and in-

deed control, the effect of technological change rather than vice versa. In this sense, career education allies itself with the thinking that has been going on for some years now about life-long education and relates it to the changing job opportunities a modern American is likely to have during the 40 years of a working life.

I am sure that I have not caught all the subtleties and nuances of those who are every day defining the idea of career education. But I feel reasonably certain that these four points can stand as the center of the conversation about it. I have much agreement with them. They are worth pursuing.

Models for Career Education

In specific statements about the development of new models to help define in detail what career education is, the United States Office of Education has provided some additional ideas that go beyond the broad, general positions I have just noted. It has suggested that there are several models of career education that need to be tried out. Some of these are the school-related model, the employer-related model, and the home-related model. Initial efforts by the Office of Education are going into exploration of the school-related model and setting up experimental programs to give it a try. I gather that the formulation of those programs will vary considerably from community to community and state to state, and to me that seems healthy. Apparently nobody knows exactly how to implement the concept of career education. As schools go to work on the problem, they must beware of the trap that much vocational education has fallen into—of finding the practices of schools continually behind the ever changing reality of the world of work that is altered constantly under pressure from changing technology.

I shall have to confess a prejudice for wishing that the Office of Education had decided, first of all, to center on the employer-related model, and perhaps one of the by-products of this conference can be to give that concept a little more ventilation and further definition. The reason I make this suggestion is that I believe schools and particularly secondary schools are entirely too locked within their own walls. Many of the resources that are potentially most stimulating, both for the general learning of high school students and for their occupational concerns, are just not in the schools.

To some extent this difficulty can be solved by bringing outside resources into the schools, but there are serious practical limitations in this approach. The experience of the Parkway School in Philadelphia and of some other venturesome experiments in conducting high school education away from the classroom indicates that in the employer-related model there is real hope of enlisting the enthusiasm of students, as well as making their education more practical in the job opportunity sense by taking the learning process to the place where the real work of the world is being done.

Also, I doubt that the large proportion of teachers in high schools are now in a position to make significant moves to reorient totally what they are doing in order to start anything that can be described as career education. As Sidney Marland so well recognizes in several of his speeches on this subject, extensive retraining operations are necessary if the school is to make a change in the direction of becoming more career centered. In the meantime, by using the employer-centered model, a vast reform might be quickly brought off.

The Home-Centered Model

The home-centered model is, of course, based on the availability of the television tube before which so many of us waste so much time. I would like to say just two things about this option. One is that the possibility of using home-based television for a major reorientation of education is now vastly more practical than it has been up to the present because of the multiplicity of channels available through cable TV. When offering one particular course or subject over television meant the complete assignment of a broadcast channel to that endeavor for a period of time, the limited number of open broadcast channels (even when UHF was used) severely limited the possibility of doing anything significant. Now we have a totally different technical situation, which may be broadened even more in the very near future by some form of inexpensive, cassette-encased TV tape for home use.

My second point about the home-centered model is that, based on our mistakes and our successes, we must now design and carry through a large-scale breakthrough in television-based learning. We have learned much in the United States about how *not* to put our schools on the air, and through a few successful programs we have contributed to the world's store of knowledge about how to

link education to the advantages of the new media. In seeking a new breakthrough for educational TV, it seems to me quite appropriate to use the career education concept as a guiding focus for the endeavor.

There are enough difficulties in mounting this enterprise related to cost and quality and evaluation to make it a major challenge and, also, to make it a subject for an entire additional speech rather than a subsidiary matter here. So I shall simply suggest that [illegible] item for the agenda of new federal initiatives be following up on the suggestion that Sidney Marland has made for the home model in career education.

The right kind of cooperation between the Corporation for Public Broadcasting and the United States Office of Education, and perhaps involving some other major agencies of government, might bring off a totally new adventure which would show us and the rest of the world how the concept of career education can be advanced through the new communications technology. If we decide to do anything about this, we should recognize that in a few places around the world there are already some applications from which we Americans can learn.

Some Reservations

You can see from the above that I have some enthusiasm for the concept of career education. Let me now say that I have a few reservations about it as well. Maybe I should use the word "worries" rather than reservations. One of these is simply that the concept is so general that it runs the danger of being watered down into a mass of lip-service activity that brings about no fundamental change in the schools.

To be very frank about it, one piece of evidence that gives me this concern is the simple fact that when Sidney Marland first broached the idea of career education at a meeting with chief state school officers, they gave it 100 percent endorsement and agreed to go back to their states and sell it. I am not trying to cast any shadows on the chief state school officers of the United States. That would be an ungracious thing to do. They are a group of able men with tough jobs and numerous problems. But like any other group of 50 men, they have diverse social, economic, and educational viewpoints.

What troubles me is that with this diversity of viewpoint, they for some reason came out unanimously in favor of career education. I would feel considerably better about the potentiality of the concept if it had found some good, solid opposition in this group as have other ideas about new educational endeavors. I can recall a number of proposals that were designed to bring about some changes such as the National Assessment of Education or the reduction of racial isolation in the schools, ideas that were as forward looking, if not as all embracing, as the concept of career education. And for these, there was lively criticism among the chief state school officers.

But here comes a broad, new concept that, if followed to its logical conclusion, would revolutionize curriculum, require expensive retraining of teachers, incur the wrath of traditionally minded parents of college-bound youngsters, reawaken the basic education boys who were so vocal in the Rickover period, arouse the suspicions of minority groups, and generally make the lives of school superintendents and chief state school officers who seriously pursue it vastly more complex than they already are. Career education, if acted upon vigorously, will cost more money and disturb more people than you and I can imagine.

Some Unresolved Issues

As a specific example of the difficult issues that will be raised by a career education emphasis in the schools, let me mention women's rights and their relationship to career options. I have seen precious little in the literature about career education on this thorny problem. But if the schools mean business about it, they will have to start in elementary school to change the image of women's roles as traditionally conceived in American society. The school materials that depict the woman as nurse and the man as doctor are no longer acceptable to many Americans. Career roles of women are in a state of flux. They want to be astronauts and airline pilots, business executives and crane operators; they want equal representation in management, equality of pay, and a different role in the family. Career educators in schools will have to decide how to deal with these new aspirations, and they are likely to find themselves abraded between women's lib enthusiasts on the one hand and relatively conservative school board members on the other.

So what I really wonder is, do the chief state school officers who gave career education 100 percent endorsement at the first sitting really intend to go out there and do a job? I sincerely hope so, but I shall continue to wonder until I see them do it. The danger is that we have a concept here that it is extremely easy to espouse without doing anything really meaningful in the way of changing the schools so that they will serve young people better. There is as least the possibility that some of the initial strong support for career education comes from people who are not really planning to bring about any fundamental changes in the schools.

Secondly, I am concerned about career education because I haven't seen enough emphasis in all the talk about it on what I regard as the most important contribution schools can make to successful careers—teaching people to read, write, figure, speak, and listen. Our rapidly changing economy has more and more jobs in the service sector and fewer and fewer in production, which grows more automated every day. Interpersonal skills and communications skills have a higher premium today as far as careers are concerned than they did twenty-five years ago and they will be even more important as time goes by.

In an almost paradoxical shift, the traditional role of the schools in teaching reading, writing, and arithmetic is given new vocational significance by the evolving nature of the work people do. This doesn't mean at all that schools should revert to their former methods of teaching the communications skills. They require instead totally new approaches that will add motivation and interest and blend important human experiences with the business of learning basic skills. There should be no reversion to the old drill masters. But the fact remains that the capacity to communicate effectively is going to be increasingly important in the career opportunities of Americans as well as in their effectiveness as citizens. I don't see enough recognition of this point in the discussions on career education.

Over-Emphasis on Career Education?

A third worry of mine about career education is that some of the things that are said about it seem to me to suggest that it occupy entirely too much of the educational stage. I happen to think that there are some other concepts that deserve just as much attention, if not more. Let me quote you a paragraph from the

United States Office of Education pamphlet entitled "Career Education." The first page of this document addresses itself to "The Need for Educational Reform." The second page has the title: "A Solution: Career Education." Then the first paragraph reads:

> "The fundamental concept of career education is that all educational experiences—curriculum, instruction, and counselling—should be geared to preparation for economic independence and an *appreciation for the dignity of work*."

As much as I hate to disagree with my friends in the U.S. Office of Education, I believe that this paragraph suggests a serious over-emphasis on career education. I just don't think that "*all* educational experiences—curriculum, instruction, and counselling—should be geared to preparation for economic independence . . ." In fact, I think that a considerable proportion of curriculum, instruction, and counselling should be geared to something else. In a moment I'll tell you some of the things I have on my mind as candidates.

What I am worried about is that a concept such as career education, which may not face directly some of the tough problems that we have in this society and that young people have in living in it, will be used as a way to smooth everything over and to suggest that as long as everybody has the hope for a job there's nothing else to worry about.

Does the Job Make the Man?

Career education is far from a total response to the reforms that are required in American education. It is only a partial approach to the needs of the students in our secondary schools, and these students will be short-changed if the process of improving our schools doesn't address itself to some other important concerns of theirs.

Basically, career education concerns itself with the problems of the economic man through providing him with a link between his education and the work he will do. Since this is an important part of every man's life, I support it. But I would argue at the same time that there are very significant aspects of every man's life outside his role as an economic man. He is also a *citizen man;* he is also his own *personal man;* and he is, in addition, the

inheritor of man's past experience in all three of these roles—career, citizen, and personal—as well as the heir to man's past creativity.

Citizen Man

Looking at the young men and women the schools would serve in their citizen role, it seems to me that there is room for tremendous change in education in order to bring into their school experience a greater relationship to the realities of the world they see around them. Indeed, as people many of whom will vote before they leave high school, these young adults find more help with their citizen role on the television than they do in the classroom. There is a need for lively school reform through opening up the curriculum to the issues of the day—and not just to the big general issues of war and peace and environment but to the local, prickly issues of zoning and segregated housing and taxation. Students in high school must have the chance to read the angry words of James Baldwin and a variety of other critics of today's America. Their libraries, their publications, and their classrooms must be free to examine the kinds of issues they see ventilated regularly on TV and in the press. Unless such matters are openly and easily discussed in school in all their ramifications, the school is going to seem irrelevant to the young people in it who see the realities around them every day.

Personal Man

Shifting to the personal man, the business of becoming your own guy or girl between the ages of 12 and 18 is tough in today's world. Sex and drugs are only two of the areas in which peer behavior and adult imposed rules are in conflict so that neither schools nor parents are much help to young people. If the schools want to attract the attention of those they would serve, they must dig into these difficult and controversial subjects. Doing so will require more teacher re-orientation than career education ever will.

Also, young people need to find in the schools their access to the heritage of the past. And they need this in a way which will bring sufficient motivation and interest in that learning to attract them to it. Every child born into the world is potentially a barbarian without benefit of civilization until he picks up through the environment around him what he can of what man has

learned through 5,000 years of recorded history and experience. None of this comes via inheritance. In the name of adapting to a rapidly changing technology and of offering career training or of trying to understand current social issues that perplex all of us, schools run the danger of ignoring the traditional but ever-important function of passing on civilization. All young people need access to their heritage. No one knows better than America's minorities the debilitating effect of schooling that pays no attention to this.

The way schools seek this goal may change from year to year, but the purpose is the same and must remain. Perhaps some of this important activity of the school can be dovetailed with career education. But in all the definitions of it I have seen so far, this concept has not been mentioned. I would add here the thought that the aforementioned citizen role that all young people are called to also depends in large part on some sense of perspective regarding the issues citizens confront. This perspective is typically not well provided by the media that impact their lives so powerfully every day and must remain a significant role of the schools.

Education to Combat Racial Isolation

There are other areas of importance in reforming education that also need emphasis over and above whatever may be done for career education. I can't let this occasion in this city go by without remarking on the importance of doing what we can in our schools and other institutions to reduce racial isolation in the United States. That is not a popular topic right now, but it is one that won't go away. I had some hopes on this matter when the Emergency School Assistance Act to provide a billion and a half dollars was described by Sidney Marland in a speech of April 2, 1971, as "the Administration's plan to give school districts throughout the nation the help they need to end racial and cultural isolation." "If enacted," he said, "it will be the largest, most comprehensive effort by the Federal Government to end segregated schooling ever undertaken, and I would call that," he said, "a major tangible commitment of the Nixon Administration, putting its money where its mouth is." Many others who might have agreed with that statement at the time are probably now justifiably concerned with the proposed re-fashioning of that legislation and asking whether it will not encourage racial isolation

rather than doing what was intended when the earlier brave words were spoken.

As a matter of fact, one source of criticism of career education has been from minority group people, who have expressed fears that it might become a device to limit rather than to enhance their horizons by relegating their children to vocationally rather than academically oriented schooling. Their view is "try it on Whitey—if it works, we'll be glad to go along—but in the meantime we'd like for our children the kind of education that allowed the whites to beat us out for jobs and other opportunities." This suspicion of career education on the part of minorities will hardly be stilled by programs that promise new funds for segregated schools and efforts to restrict the options of the Federal courts in alleviating the handicaps under which racially isolated citizens suffer.

Revising Educational Credentials

So there are other items on education's priority agenda in addition to career education. Some of them may be unpopular. They are frequently more explicit than career education now appears to be. As you at this conference go about the business of defining, criticizing, and refining the concept of career education, I hope you won't forget that these other problems also have a call on the attention of those who would reform the school.

Finally, I want to comment briefly on the close relationship between career education and the need for new systems of providing educational credentials. Today's inflexible and frequently discriminatory requirements of a diploma or a degree in order to be considered for a job make little sense. They are quite rightly being attacked in the courts. What we need are some new systems for finding out whether an individual has the specific attributes to perform a particular task and the adoption of these systems by both employers and schools.

The United States leads the world in its understanding and use of educational measurement. It is high time we turned our know-how in this field to an attack on the rigid credentialling arrangements we have inherited from the past and to the creation of tests and systems of guidance that will channel people of all ages into jobs for which they have aptitude and skill, regardless of whether acquired in school or through experience. One of the

most useful projects the United States Office of Education could support in the name of career education would be the development of a broad, new program of job-related educational measurement instruments. If these are designed and made available, let us hope that high schools will give full credit for them, rather than insisting that a person take the course in auto mechanics after he has demonstrated that he knows the essentials of it.

A Final Comment

I have talked a long time for one who confesses only a nodding acquaintance with career education. I hope these observations are useful to you. I can tell you from long experience that *no* educational change is easy. The one you are contemplating is no exception. But if you go at it with some of the perspectives I have suggested, I think the struggle will be worthwhile.

Drug Abuse Rate Down

Parents and teachers may find some measure of reassurance in a recent California study of youthful drug abuse. The overall rise in illegal drug use was no more than one percent in the past year. The rate of increase is slowing down and some hard drug usage is actually falling—or so a continuing survey of junior and senior high school students in San Mateo County, Calif., indicates.

The survey shows that a large part of drug use by the young is experimental. In nearly every case, occasional use is twice as common as heavy use (once a week or more). Alcohol, for instance, was heavily used by one-fourth of the students in 1972. But while *most* students—over 80 percent—had tried alcohol during 1972, the majority did not become regular drinkers.

Alcohol and tobacco are, for the fifth straight year, the drugs students try most often and are most likely to continue to use. Marihuana follows alcohol and tobacco, with just over half of the students reporting "any use." Less than a fourth reported using marihuana more than once a week.

Rationale for Career Education

Rupert N. Evans

Work's importance to both society and the individual is discussed here. The author points out the need for students to be taught in early childhood healthy attitudes toward the dignity of all work and to be given early opportunities for decision making regarding their own work careers.

In an interdependent technological society, the development of competence to produce a fair share of commodities and services is a major objective of any realistic educational system. So is the development of ability to earn income. Competence to pursue civilized leisure and to fulfill the general obligations of responsible citizenship are equally important and closely interrelated objectives.

Emerging concepts of "career education" can be viewed as one basic part of the process by which an educational system pursues all of those objectives. Clearly, work and the products of work help make life satisfactory. Such work, in itself, can be psychologically rewarding. Useful work can also help people fulfill a major portion of their civic obligations. Income derived from work can enlarge opportunities for individuals and their families to enjoy leisure. Adequate income also enhances individual self-respect and provides opportunities to consume fair shares of the commodities and services produced by fellow citizens.

For these reasons, career education has the potential for becoming more than the catchword of the latest Commissioner of Education. In other places [e.g., Hoyt, Evans, Mackin, and Mangum, *Career Education: What It Is and How To Do It* (Salt Lake City: Olympus Publishing Company, 1972)] it has been pointed out that each of the components of career education

Rupert N. Evans is a professor of vocational and technical education at the University of Illinois in Urbana.

exists in some form in the schools today. They need to be brought together into a coherent whole, extending from early childhood education, through post-secondary education of many types, to education for retirement.

In order to form a coherent whole that is clearly related to other aspects of education, career education needs a rationale. This rationale is beginning to take shape, through speeches, books, articles, and conversation among concerned educators and other citizens. This article is an attempt to add to the development of such a rationale by examining four of its related parts: (1) need for practice in career decision making, (2) motivation for learning the material in the school curriculum, (3) the importance of work to society, and (4) the need for preparation for work.

Practice in Career Decision Making

Much of the current school program actually discourages decision making by students. Each year of school is designed to prepare for the next, the curriculum is largely predetermined, and the only real decision in school is the decision of whether to meet the school's expectations. Even here, the full force of society is marshaled to force compliance.

Most youth make tentative occupational choices several times before they enter high school. If a child of age seven or 17 announces that he wants to be a lawyer or a truck driver, we may be reasonably sure of three things: (a) this tentative decision is made on the basis of inadequate knowledge of his own characteristics and of the demands of the job; (b) the school has done little to provide either type of knowledge; and (c) the school will say, in effect, "You are too young to concern yourself with such things. They should be decided later."

Every college has graduates who are about to complete the baccalaureate serenely confident that a decision about the type of work to be sought or any other important decision can be postponed still longer. This continual deferral of decision making is not true of all other cultures and need not be true of this one. Avoidance of decisions can be taught as can ability to make decisions.

The recent literature on career development makes it clear that ability to make adequate decisions in this field is learned behavior.

The term "occupational choice" is no longer favored, because it seems to imply a one-time, irreversible decision. Careers are built through a series of experiences, which affect sequences of decisions, most of which are revocable, occurring throughout life. Obviously these decisions can be planned; they can occur by chance, or some combination of planning and chance can be involved. Most of the research in career development suggests that most careers in our society follow one of the latter two patterns. This type of research is descriptive, and concentrates on describing what types of careers are actually followed by people who have different types of careers.

It is not enough, however, to be able to describe typical patterns of careers which exist today. By any standard, many careers are unsatisfactory to the individual, and many careers contribute little to the goals of society. Such careers are not the goal of career education. Rather, the goal is the development of *ideal* career.

From the standpoint of the individual, an ideal career may be defined as a succession of work experiences, each of which is personally more satisfying than the one which precedes it. Such an ideal career is much more likely to be reached if it has a firm base in career education; if the student, whether youth or adult, learns that satisfactions are built on more than immediate earnings; if the student learns more and more about his or her interests and capabilities in relationship to the needs of society, and if he or she is taught that there are preferred ways of securing and evaluating jobs.

Some educators seem to have an almost irrational fear of teaching decision making in relationship to work. They seem to feel that such instruction will lead to early, irrevocable occupational decisions which will minimize future student options. This attitude seems a bit like that of the parent who does not allow a youth to have dates until reaching the age of 21. The intention is to keep the youth's options open; the effect is often the opposite—a liaison with the first person available after the bars are let down.

Career choice involves some of the most important decisions of a person's life. It does much to determine his standard of living and, even more importantly, his style of life and much of his happiness. A decision as important as this should not be left to chance or have no base in education. Adequate career development demands a series of choices, extending over a period of time, and

education has a vital role to play in facilitating these decisions and enabling them to be made on a more rational basis.

Motivation for Learning What the School Teaches

The series of tentative occupational choices which students typically make can be used to provide motivation for learning much of what the school has to teach. For some students, there is too little motivation to learn in school. The standard motivational ploys used in the school are "Learn it! You'll like it!" or Learn it! It's good for you!" These motivations suffice for some of the pupils most of the time, but not for all of the pupils all of the time. One way to build intrinsic motivation is to show ways in which the material to be learned is relevant to the needs of society. It is possible that young people today are more concerned about service to others than any previous generation in our society. Career education provides a means for demonstrating the social relevance of most school learnings by showing their relationships to socially relevant careers and, indeed, to the continued existence of society.

Perhaps an even more important motivator is provided by showing the ways in which material taught and competencies developed in the school are relevant to the individual goals already held by the student. The tentative occupational choices made by most students provide a natural vehicle for demonstrating relevance. Most school subjects can contribute something to success in each occupational field. All school subjects can contribute a great deal to success in some occupational fields. If the student can be shown how the subject is relevant to his or her personal interests, motivation to learn is enhanced.

There are two common, but contradictory, objectives to using student occupational choice as a motivational force for school learning: (a) the choice made by the student is almost certain to be changed and, therefore, does not provide a stable base for motivation; (b) the school, by using the student's choice of occupation as a motivating factor, is locking the student in and decreasing his or her options. The first of these objections assumes that stability is desirable, while the second assumes that it is not.

Career development involves a series of tentative occupational explorations, each of which appears to the individual at the time

to be highly important and worthy of further study. Whether the occupational choice will be the same in a month, a year, or 10 years is not important from a motivational standpoint. In order to learn to read or write, one must read or write about something. Too often the teacher wants each student to read or write about the same things, but learning would certainly be enhanced if each student reads or writes about those things in which he or she is interested. If that interest changes next month, the student will still retain the basic skills learned in the process. It is important to design instruction so that reading and writing (and other school subjects) make sense while they are being learned. By capitalizing on tentative early vocational choice an additional factor can be provided.

It is also important, however, to note some of the by-products of such learning. It is no minor accomplishment to learn enough about an occupation and about oneself to be able to decide whether or not to continue in that field of interest. Neither is it a small matter to be able to come to a decision, rather than postponing it. Nor is it inconsequential to be able to research a topic and come to a conclusion.

All of this assumes, of course, that the teacher knows enough about the applications of his subject to be able to be of some assistance to a learner, and that the teacher is willing to allow students to pursue different interests while still learning common subject matter.

The Importance of Work to Society

It has always been true that no society can exist without work. Any one individual may elect not to work, but work has to be performed to furnish food, shelter, and other necessities of life for the individual and to enable society to move toward the achievement of its goals. Throughout history, there have been predictions of a society in which no one will have to work because slaves or machines will take over. Such predictions overlook the work needed to secure and subjugate slaves, and to build and maintain machines and to supply energy to them. They also overlook the psychic effects of dependency on human or non-human slaves. Work, by some, if not by all, will continue to be one of life's necessities, and for many people it will remain one of life's

rewards, because it provides self-fulfillment and another good reason for existence.

In recent years, however, the nature of work has changed. One of the most important changes has been that unskilled jobs have decreased sharply in number while skilled and professional jobs have become far more complicated. At the same time the number of youth has increased markedly. This has had the effect of sharply increasing youth unemployment. (In the 1930's youth unemployment was one and one-half times as high as general unemployment. For forty years it has increased steadily, and now it is more than three times as high). Youth who have had vocational education (a part of career education) have unemployment rates only equal those of the general population.

Unemployment rates do not tell the whole story, however. In order to be unemployed, one has to be looking for paid work. An increasing proportion of youth are not looking for work, and hence are not counted among the unemployed. Some of these people have looked for work, could not find it because they had no saleable skills, and stopped looking. The part of career education that develops saleable skills obviously could have helped them. An even more basic problem is developing, however. There is a youth subculture which rejects work, largely because its members do not understand the contributions of work to society and to individual well-being in more than a monetary sense.

It is a well-known fact that attitudes are first shaped early in life, and that attitudes toward work are formed as are other attitudes. For example, first-graders have clear attitudes as to which occupations are desirable for men and which for women, and these attitudes often do not change between the first and sixth grades. These findings suggest that the part of career education that has to do with attitudes toward work (e.g., the dignity of all productive work) needs to start in early childhood. Moreover, these findings suggest that the present elementary school program is having little effect on changing attitudes toward work.

Preparation for Work

When the concept of career education began to take form, there was considerable confusion over the role of preparation for work in such an educational plan. Some vocational educators have

assumed that specific preparation for work constitutes nearly the whole of career education. Contrariwise, some general educators appear to have assumed that when career education is implemented fully, vocational education will become passé and that preparation for work will no longer be the responsibility of the schools. Neither position seems defensible.

The existing situation is that the formal education structure provides extensive preparation for work in certain occupations and little or none in most occupations. Society provides a great deal of moral and financial support for university graduate schools. Each program in these schools has as a central focus the preparation of people for work. Graduate school is the capstone of education for vocations in many of the academic and professional disciplines. Recently there has been some concern that graduate schools may be turning out more workers than the labor market can absorb, but there has been no controversy over whether or not this type of vocational training is a proper role for publicly supported educational programs. We recognize that we need those who will push the frontiers in the liberal arts, sciences, and professions. We feel that formal preparation for these occupations is desirable for society and for the individual being educated.

Similarly, a high proportion of students in four-year colleges are engaged in programs which prepare them for work as journalists, teachers, nurses, engineers, farm managers, etc. For all of these students there is substantial tax support. (In "public" schools this support is more visible; but fellowships, tax exemptions, buildings, materials, and services for which the public pays are vital to private schools as well.)

Far fewer opportunities are available for preparation for work in occupations requiring less than a four-year college degree for entrance. Although only 20 percent of jobs require the baccalaureate, more than half of high school students are preparing for college work, and only 25 percent of high school students receive preparation through vocational education for the remaining 80 percent of the jobs. Some of this vocational education is of very high quality, but some of it is obsolete or inefficient. Virtually none of it is available to students who choose to drop out of school at age 16 or whenever there is an alternative. Clearly, vocational education in high schools and community colleges is a vital ingredient in career education, and must be expanded in scope

so that every student who needs it and wants it can have access to high quality vocational education in the field for which he or she wishes to prepare.

The remainder of the labor force is trained in quite different ways, each of which may have disadvantages for the trainee:

a. For certain jobs in the largest firms, the company itself conducts the training, and passes the costs on to the consumer. With the exception of apprenticeship, which graduates less than one percent of the annual additions to the labor force, the content and extent of the training is controlled by the company. Sometimes the options of the trainees are enhanced, but this is not the goal of the training.

b. Similar comments may be made about military training, except that the taxpayer foots the bill. There are relatively few civilian jobs needing the skills of a thoroughly trained infantryman. In technical fields, if the re-enlistment rate drops because too many trained personnel find jobs in the civilian economy, training courses have been redesigned to decrease trainee options outside the military.

c. Proprietary schools train sizable proportions of workers in a few fields and a few workers in each of many fields. Quality of training varies greatly from one school to another, and cost is a bar to certain students who most need help.

d. All jobs require skills related to finding employment and working with others, but some jobs require little or no specific preparation. The proportion of such jobs has decreased enormously as technology has eliminated the need for unskilled and semi-skilled workers whose jobs can be performed efficiently by machines.

A portion of every job is learned at the work place, through trial and error, with the consumer eventually paying the bill, both in money and in frustration. In the school, specific preparation for work can be justified only if the instruction there is more efficient *or* if student options are increased, relative to those provided by other training methods.

Preparation for work, both in the school and on the job, is a vital part of career education. If it is not available in sufficient quantity, or if it is designed in ways which fail to increase student options, or if it is restricted only to certain prestigious occupations, many students will suffer. Lower class students suffer the most

because schools are concerned with occupations typically entered by middle class students and ignore the occupations usually staffed by persons of low socioeconomic status. To add insult to injury, our middle class society then proceeds to convince lower class students that this type of occupational discrimination is good for everyone.

The need for preparation for a broad range of occupations does not stop with entry into employment. People change jobs, and jobs change in ways which require additional knowledge. Each change requires additional awareness, exploration, and preparation, and hence career education. Society has every reason to facilitate these adjustments to work change, and career education offers an effective vehicle for this facilitation.

Summary

A rationale is a reason for existence. Before career education can be fully accepted, it needs such a reason for existence. A rationale is also an examination of underlying principles. Such an examination is needed in order for career education to develop parts which are complementary, rather than antagonistic.

This paper has suggested that many, if not most, students need practice in decision making and added motivation for learning the material in the school curriculum. It suggests that as presently constituted, schools often encourage students not to make even tentative career decisions, and rarely teach decision making. It suggests that while some students are motivated to learn because the school says they should learn, other students need to see the social and individual relevance of material in order to learn it efficiently. Career education should and can be designed deliberately to minimize these deficiencies.

Further, this paper has suggested that not only is work important to society, but also that a major goal of education should be to teach the dimensions of the importance of work to all students. Career education provides a natural vehicle for this instruction and for formation of an individual work ethic that is grounded on more than hedonism.

Finally, it is noted that our society requires that most individuals be prepared for work. We have organized our schools

so that they provide preparation for occupations which typically are occupied by the middle and upper class. The great majority of occupations, especially those performed by the lower socio-economic class, are virtually unmentioned in the school. Specific preparation for careers which emphasize these latter occupations is turned over to employers and to proprietary schools, where those least able to pay must pay either in reduced earnings or in substantial fees. Employers and proprietary schools have important roles to play in occupational preparation, but the rationale for career education suggests that the site and method of financing for occupational preparation should be determined on the basis of efficiency of instruction and on maximization of student (rather than instructor) options.

If this rationale is effective, career education programs which are designed with it in mind should be more internally consistent, more nearly geared to increasing student options, more readily accepted by all parts of the community, and more effectively evaluated.

What's Below Is Important

A commercial developer in New York City is paying for the privilege of building apartments on top of a new schoolhouse. The developer pays for leasing the school's air rights, and also pays real estate taxes on a site that would have been tax exempt if the school alone occupied it. The taxes and air rights contribute about $515,000 annually toward retiring the construction bonds. After the debt is paid, the income will go to the city.

The school occupies four floors, and the apartment tower rises 32 stories above it. About 250 boys who have been unable to function properly in other schools attend the school. Students enter the school lobby from one street and tenants enter the apartment lobby from another street. There is no direct access between the school and the apartment building.

from: Educational Facilities Laboratories, *Schoolhouse*, January 1973.

The Psycho-Social Foundation for Career Education

Cas Heilman

Keith Goldhammer

Career education is not a panacea, the authors readily admit, but in it they see a step toward a solution to many of the problems and difficulties in today's society and schools. They point out specifically several things career education can do both for the student and the community.

CAREER education, a concept long latent in American education, has emerged as a national priority within the last three years. Born out of both the successes and failures of the schooling process, career education is heralded as having the potential of creating a long-sought turnabout in educational programs.

Evidence of successes in America's schools are many. They have demonstrated numerous times the capacity to rise to the need, to get the job done when the need is made obvious and the job is clearly defined. An example of this capability is the way in which the schools responded to the nation's needs during the cold war when national priorities were placed on manpower development programs for the sciences.

Preparation for Select Few

Few educators expressed concern that the National Defense Education Act was the first massive funding for vocational preparation in the public schools. Few were concerned because these

Cas Heilman is an associate professor of education and Keith Goldhammer is dean of the College of Education, Michigan State University.

funds were allocated primarily for the preparation of youth for prestigious occupations which assured economic independence, self-identity, social status, and enabled the individual to make significant contributions to society.

Ironically, however, many young people were left behind. Those who, by inclination, social immobility, or intellect, failed to respond to the intellectual, conceptual, and theoretical emphasis of the time had to fend for themselves. The schools were only accountable for ensuring the adequate preparation of the select few. The success of the schools was noted in the large numbers of students who graduated and entered universities in the sciences and engineering. The failures of the school were noted in the dropouts and "push-outs" who constitute the foundation for the almost invisible social pathologies of the day.

Today, a new era is upon us. The general public, while not aware of the historical perspectives, are demanding an accountability which supersedes all others. This accountability is manifesting itself in the public's demand that the schools provide the same opportunity for all individuals which existed for the few in the 1960's and before. As we witness the growth in the human and social pathologies—crime, unemployability, the drug culture, the failure of individuals to cope with reality, the growth of custodial and welfare populations—the demand increases for the schools to do something to provide both the preventive and corrective measures.

The solution lies in the educational system's ability to help every child become a self-fulfilled, participating, and contributing citizen; to help all individuals acquire the competencies necessary to gain economic independence, social awareness, self and social-identity, and social status. This is the thrust and purpose of career education.

What Career Education Does for the Individual

No stronger motivation exists in any culture than to "belong." Whether this is interpreted as love, as expressed by a parent, or as the socialization process of belonging to a larger group makes little difference at this point. The fact remains that throughout all our lives, we seek identification and belongingness.

Identity is first achieved by recognition of one's self; one's name, what one looks like, what is unique, who he is. However, our

culture demands more. To be identified beyond that immediate point one must have a place in life, and that place is usually identified by the work we do.

If we indeed view ourselves through how others perceive us, then the work we do, the family patterns we have, the civic functions we perform, and our leisure time activities reflect directly on us, and what we see determines our identity and to what degree we feel we belong. The results either raise or lower our self-esteem and our degree of self-fulfillment.

An excellent example of this identity phenomenon occurred recently at a luncheon meeting of a large civic organization. The luncheon guest speaker selected a member of the group and conducted the following dialogue:

Speaker: Who are you?
Member (somewhat surprised): I'm Frank Wood.
Speaker: Tell me about yourself.
Member: I'm sales manager for Sawyers Chevrolet.
Speaker: Tell me more.
Member (with considerable hesitancy): Well, I'm married and have two boys and a daughter.
Speaker: Tell me more.
Member (certainly flustered at this point he looked around the room for help or escape; then, with a wave of his arm, said): I'm a member of the LIONS.
Speaker: Tell me more.
Member (with a resigned sigh): I like to play golf.

This kind of response points out that this individual, as with most other people, sees his life roles in a priority order of identity: first, his economic life; second, his life as a member of a family; third, as a member of the large social group; and, finally, as one involved with an avocation.

This pattern of identification permeates our entire social structure and certainly permeates our chronological development—from the preschool youngster playing house or doctor, to the elementary child wanting to be a fireman, to the adolescent wanting to be a race car driver. Unforunately, however, most young adults, with their higher capacity for reality, have shaken off the fantasy world and have little to which to aspire. Most young people do not have adequate information about themselves or

about what they can do to gain this all important identification. Few young people have had adequate preparation for self and social identification through their home and community activities in order to establish goals which are compatible with their capabilities and society's demands.

A significant percentage of students graduate from high school not knowing what they want to do or can do. Many young people delay their decisions by going to college goal-less or enter the armed services consciously or unconsciously hoping for some direction. Others attempt to find employment, all too often without success or without fulfillment. No wonder youth in and beyond high school have become alienated, escapist, or revolutionary! The futility they feel, the lack of know-how to gain identity, and the almost complete lack of effective assistance leads to psychological devastation and social immobility.

Career education proposes some changes to remedy this situation!

> *Career education assists the individual in becoming aware of the relationships between his potentialities, aspirations, values, and how they can mature.*

Career education is a developmental process. It is as developmental as any basic learning skill, if indeed, it is not a basic learning skill itself. Educators have always accepted the philosophical tenet that one of the purposes of school is to contribute to the individual's economic self-sufficiency. In practice, however, this capability is viewed as something that "happened."

The greatest motivating force exhibited by children in our culture is the quest for independence. This psychological need directs the concern of the individual, early in life, toward the occupational or economic career. Every youngster, in this developmental process, needs to have the opportunity to consciously set goals (tentative though they may be) and have ample opportunity to view themselves in these roles. Through these reality-testing activities learners develop skills in decision making, experience their potentialities, and strengthen and develop their value system. These activities will not only utilize an economic or occupational theme, but will also provide experiences with role models which make the realism and identification even greater.

The continual interfacing of the occupational role model with the related life styles will serve to provide an enriching experience for learners of all ages. Reality testing through actual experiences, both formal and informal, in class and on-the-site, will ensure the learner's becoming aware of his potential. It also allows for refinement of his aspirations.

Career education assists the individual in developing a sense of his own worth, purpose, and direction in life.

Not too long ago industry believed that if employees were happy they would be productive. More recent research indicates that happy employees are those who have found personal meaning in their life and work. Productivity can be viewed in many ways: success as a mother or father, participation in civic affairs, involvement in avocational activities. But of all activities, economic productivity is the most essential since it is the enabler for the others.

The unemployed, underemployed, and the unemployable do not have a high degree of self-esteem and hence lack an essential ingredient which provides purpose to life. The fact that they may have beautiful children and adequate housing and food is too small a consolation, while they are so painfully aware that they are not contributing significantly to their own welfare. Illness or incapacity to perform results in self-depreciation.

Probably the most obvious illustration of this psychological need and resultant fulfillment is the change which occurs in physically or mentally handicapped individuals who, when prepared to be productive, have shown remarkable dedication and a sense of well being because they now have worth and purpose. A sense of worth, and a feeling of personal adequacy are dependent upon the individual's finding a meaningful *place* for himself in the life of his community and demonstrating that he has the knowledge and skill necessary to cope with the problems of his personal and social existence.

Career education assists the individual in becoming a part of rather than a part from the society.

The two major components of successful living appear to be "identity" and "belonging." While they are treated separately, they are not separate in reality. Only those with psychological

disorders desire to be apart from the mainstream of social and economic life.

Career education, when fully operative, should serve to facilitate every individual's becoming a part of the mainstream of American life. What is that mainstream?

While we debate that question, the young people and those outside of that mainstream already have the answer: "Give us our rights! Give us the technical and social competence which enables us to become productive, to earn a living commensurate with our aspirations and abilities! Allow us to contribute to total society while we contribute to our own and our families' needs! Let us be socially responsive! Let us hold our heads up, establish friendships and membership in our community! Let us be a part of a society which allows us to act with integrity and achieve our fulfillment as human beings!"

This cry, manifested in many ways, rises throughout the land, from the inner city to the most rural areas, from the affluent to the most poverty stricken. Every individual wants a piece of the action: to be fulfilled in his life roles.

> *Career education provides the individual with the security of legitimation in relation to the norms for achieving adult status.*

In a recent Peanuts cartoon, Lucy says to Linus, "I've decided something. I've decided to become a nurse when I grow up!" "How did you happen to decide that?" Linus asks. Lucy responds, "I like white shoes."

A number of implications for career education can be drawn from that brief encounter. Certainly the emphasis on career choice and the orientation which children have toward this end are evident. Also obvious is the essential lack of information which children have about themselves and people in roles toward which they aspire. And, third, the episode shows the orientation to status roles which add legitimation by social standards.

Our society, to a larger degree than we like to admit, utilizes the schools as a holding tank of human potential. Too often these holding tanks, through the unique catalysis of youngsters, react and nearly erupt. One effective way that this reaction is limited by the practitioner is by adding the threat of illegitimation—if you

leave school before graduation you will not be able to get a good job, not necessarily because the individual does not possess the necessary skills but because he doesn't have a diploma or a degree.

Career education suggests a number of opportunities to overcome these restrictive practices. It implies goal attainment instead of credits; competency development as opposed to course completion; and, reality testing rather than "being told" by lecture or book.

Psychologically, individuals need to strive toward something, and that something is independence economically and interdependence with other human beings in society. By finding his place in society and acquiring the ability to perform effectively, the individual discovers his adult role and facilitates his continual maturation.

Career education enables the individual to become fully capacitated to perform all of his life roles more effectively.

Throughout the preceding concepts relating to what career education does for the individual, a common thread is suggested which can be consolidated into a descriptive definition of career education. Career education is the developmental process of interfacing the individual's life roles with reality—finding out about, deciding, and preparing for productive participation in life compatible with individual and social goals.

The economic life role, which is the enabler to enhance the other life roles, must be considered the central theme. More than anything else, it will determine where we live, the kind of home we have, our civic activities, our place in society, and the quantity and quality of our leisure time activities.

What Career Education Does for the Community

Society has certain expectations of the school. Certainly many of these expectations are verbalized in general statements of philosophy, but one thing is very clear: parents, school boards, employers, and most certainly students expect the schools to assist young people in becoming effective contributors and functional members of the community in which they live and the larger society in general.

Upon leaving the education system, wherever this may be on the formal educational continuum, young people need to find effective

means for entering the mainstream of adulthood and society. It is expected that the schools perform many of these transitional functions and ensure that the students have the skills necessary to make this transition.

The primary place where this merging occurs is in the world of work. The ability to get a job and hold a job will determine how successfully the transition from "youth" to "adulthood" takes place and how the individual senses belongingness. Economic independence determines the social acceptance and expectations of society. The idea of social acceptance and belongingness is also transportable. Since many people move from one locale to another seeking better employment, they carry with them their perceived self-identity, and social status, usually based on the kind of work they do.

Career education emphasizes the role of the school in helping children acquire this sense of belonging.

> *Career education prepares individuals with the skills needed for achieving economic independence.*

As mentioned earlier, the idea of individual identity and belonging are interrelated. The expectations of the community and the individual are high that the capability to become economically independent will be assured. Tradition identifies economic independence at socially acceptable levels, with effective family, citizen, and avocational stability. Although social conditions are such that exceptions can be found, the expectation still exists and is generally true. Career education programs operating effectively at all levels in the educational structure will ensure that young people select goals compatible with their potentialities, and prepare for opportunities which are in demand and contribute to social well-being.

> *Career education helps to relieve the human disaffection which results from failure to find one's rightful place in the structure of things.*

The world is full of complex structures, both social and physical. Each structure has entry points and pathways for mobility. People learn rather easily the entries and pathways in the physical structures because of developmental experiences, uniformity of the structures, and easily identified goals; and the pathways are usually well marked. However, in the social dimension or structures the

points of entry are more ambiguous and few markings are obvious, little experience is provided, and all too often, no goal is in mind. Yet society anticipates that each member will be able to proceed in the "right" direction and find his way and place.

In simple societies, the individual readily learns from his observations and experiences. In complex societies, his experiences and opportunities for observation are too limited for him to gain the knowledge he needs without prolonged instructions. For man, the inability to find one's way, when too often we don't know where we're going, leads to disaffection with the structure and society in general.

Often structures are built with few entry points so that only a select few may enter. This kind of discrimination is rapidly being struck down by social and judicial action. In the past, the schools were viewed as a central screening agency. Since unskilled jobs were ample, relatively few individuals were totally eliminated in the process, and society assumed little obligation for their welfare.

Democratization of social attitudes changed the situation but not the mechanisms for dealing with it. The welfare problem of our society has become staggering because no agency has found the means for helping all individuals to become "screened in" and made part of the productive enterprises. If schools cannot make this adjustment for society, some new agency will have to be created—and the search for it is on! Career education is a means for the schools to adapt to this social need.

Career education implies that experiences will be provided young people to enable them to establish goals, to identify the multiple options for entry, and to familiarize them with the various pathways for mobility within the many social structures.

Career education assists in achieving proper balance of the distribution of manpower for the performance of necessary social functions.

Some writers have referred to this country as a "nation on wheels." Technologically this may be true. More humanistically, this country is a nation of employees. People work for other people in a continuous cycle of production and services which makes our democratic and capitalistic system work. Every individual is affected by and must understand the system. Adequate under-

standing is necessary for effective decision making regarding the kind of work we do, for whom we work, and where the work is to be performed.

Effective career education programs face "head to head" the disparity between individual aspirations and the reality of manpower needs. In so doing, the learner becomes aware of opportunities for future employment and is more capable of making realistic decisions.

Many people have challenged the realism of the above and opt to encourage unrealistic aspirations in the hopes that each youngster will reach for higher levels of preparation than they would otherwise seek. This tactic, however noble, means that we must strive until we fail and eventually seek even lower levels of employment than should be necessary.

Career education programs face the issue of matching "jobs with people" and "people with jobs." Providing learners with up-to-date manpower projections and assisting them with the most sophisticated means possible to establish goals commensurate with their aspirations and capabilities will assure more effective placement and satisfying employment.

> *Career education reduces the intensity of social (human) pathologies and the need to put people in social custodial institutions.*

Effective career education programs assist individuals in defining their place in society and becoming skillful in coping with the realities of their personal and social situation.

The strong motivation for belonging and identification was emphasized earlier. Custodial institutions are full of individuals who were passed by in the system and were denied entry into the mainstream of life. Some were able to achieve identity and belongingness but at the expense of the larger society.

This rejection of social values and the inability to cope with realities brings on much socially unconstructive behavior. While educational agencies connot assume the total blame for these conditions, they too often have not assured individuals the opportunity to be constructive and develop the coping skills required for self-capacitation.

Career education helps culturally diverse populations find the roles which they can perform to maximize both their capabilities and contribute to the well-being of the total society.

No greater domestic issue of the past decade has received greater attention than the problems evolving around culturally diverse populations. The problem has long been recognized as both social and economic in the arena of American life. Both the legislative and judicial branches of government have responded to the issue by a variety of funding patterns and rulings. Social values, stereotyping, and economic conditions change slowly.

Career education is a theme which will allow the school to operationalize these changes and allow culturally diverse groups to achieve the maximum ends not only of which they are capable but which are not more different for them than for any other element of society. The emphasis in career education is upon helping every child *maximize his total potential.*

Many of these operations have been suggested previously. Broadening the opportunities for learners to set goals, to explore many opportunities, to examine closely role models and related life styles, and to prepare for entry into the world of work and life will assure self-identity, social acceptance, and the idea of belongingness.

Conclusion

By itself, career education is certainly no cure-all for all of the problems and difficulties of society or its educational system. It is, however, one of the significant elements of the solution toward which we are striving. It offers a maximally relevant educational approach which is deeply rooted in the human and social needs of all segments of the population. Its goal—to capacitate all human beings for effective living—can be achieved. It also suggests a warning. The human element of capacitation must be matched by the social provision of opportunity. To the extent that the two can become compatible—human capacitation and social opportunity—we will have taken long steps toward the fulfillment of the dream of a democratic society.

The Role of Vocational Education in Career Education

A Message from the Sweaty Shirt Set

Lowell A. Burkett

The author discusses some of the recent social changes which have brought new attention and strengthened definitions to career education. In the process, he dispels some shopworn myths and indicates the place of vocational education in the newly-defined concept of career education.

An editor covering the recent convention of the American Vocational Association labeled the vocational educators as "The Sweaty Shirt Set," recalling the old story about one farmer's solution to all socioeconomic problems: "A sweaty shirt at the end of the day." The editor also indicated that our star was rising with the advent of career education, with all its implications for the redirection of the American public education system.

While we will suffer to wear the sweaty shirt (along with the labels of "shop," "manual training" and "homemaking"), we are less certain about the business of the rising star. In fact, most of us are very humble about carrying the banner when the whistle sounds for American educators to clamber out of the trenches and charge into the 21st Century. As with other public educators, our perspiration is of the nervous kind. We are in this together.

What Is Career Education?

There are as many definitions as there are educational philosophers. However, less important than the definitions and labels is

Lowell A. Burkett is the executive director of the American Vocational Association.

the practical reality of what is expected of us and why. At the working level, there is nothing philosophical about what is expected of the school principal or other executive. The community has to be satisfied with the level of educational services it receives for the amount invested. If you don't produce (or otherwise place yourself in a favorable position) chances are that the community of interest will find someone else for the job.

What Does the Community Expect?

Nothing esoteric here either. On one hand, you are expected to administer smoothly a human development system that will produce the most honest, law-abiding, hardworking citizens for the least possible amount of money and with the least friction and travail. On the other hand, you have to fulfill the wishes and aspirations that parents have for their progeny, at the same time making sure that all these budding millionaires and intellectuals will maintain enough interest in education to go up and out of our school system on schedule.

So you develop an acceptably workable administrative system, struggle along from term to term, avoid an unbelievable number of real and potential disasters. And along comes someone with "career education." You and your school become statistics. Composites are formed to tell you what you are *really* like as an administrator, and the researchers start coming up with the inevitable models complete with self-destruct devices.

Another Dish of Stew

Under such circumstances, it is best to assume a defensive attitude, and most administrators do. However, so long as we are dealing with realities, I suggest that career education is another dish of stew. The order is in and there is not much more on the menu.

Rather than a particular label or another concept of education, the reality we are dealing with is the incontrovertible fact of American life: *employment*.

A Response to Community Needs

I suggest that career education has not emerged as an academic theory. Rather, it has come about as a distinct response to com-

munity and economic need, be it consciously or unconsciously expressed. Career education, by whatever other name or definition, is a sign of the changing times, and we in the education procession must keep up with that change.

For example, there was a nationally publicized story about an attractive, young, upper middle class couple buying a garbage truck and starting a waste collection business. Oldsters may laugh, but these obviously responsible young people were serious about the opportunity to a) work together, b) get healthy exercise outdoors in all types of weather, c) meet people, d) provide a truly useful service, and e) make fairly good money in a field in which there was opportunity to grow. Not so ridiculous, is it? But can't you just see the young lady's finishing school principal gnashing her teeth?

There is some evidence that other young people, many from affluent families, are just as inclined to follow the so-called trades as they are the so-called professions. They would rather do what they like best and can do best than to be so concerned about the status of clean hands on which their parents became "hung up."

Parents' Attitudes Are Changing

How do parents feel about the program of vocational education? Change is reflected in their attitudes, too.

When he was a secondary school administrator, Leon Lessinger required every student in his wealthy district of San Mateo, California, to learn a vocational skill. When parents of pre-college students complained, Lessinger explained simply: "It won't hurt her to learn to type, just in case she has to go out and make a living sometime." The complaints stopped.

New Thinking

The point of the matter is that spelling is a skill, writing is a skill, reading is a skill. And so are skills found in typing, welding, and carpentry. If the ability to read contributes to the ability of the individual to think logically about important problems in the abstract, then the ability to repair an engine should contribute something to the ability of an individual to think in more practical terms. What are the differences, in the ultimate sense of human worth?

The day is coming when we will have to take a new look at our jobs and to readjust somewhat the status of trades and professions. No nation I know of has really done this. I feel rather hopeful that the United States may be the first nation to take a truly mature attitude toward the value of the human being in the employment situation. Doing this slowly, as we are under the free enterprise system, we could one-up the status-conscious communist nations in the most friendly and peaceful kind of competition for people's minds.

Yet change is slow to come, at all levels, perhaps too slow to meet the public demand.

"Useless Skills"

I was recently reviewing one of those research papers that criticizes the concept of vocational education today without knowing that many of its criticisms were extended against what vocational education may have been years ago. One thoughtless comment by the good doctor stuck in my mind and it was this: "Vocational educators must stop teaching useless skills."

Useless skills! If this isn't the height of snobbery! I challenge anyone to name one useless skill—a contradiction in terms if there ever was one. I would respond in the same way (maybe not quite as violently) if a member of the American Vocational Association said the study of history or literature was useless.

This matter of snobbishness in our consideration of the employment of others extends into education, the vocational-technical people being no exception.

In the process of reassessing our thinking about job roles, I believe we in education must apply some new wisdom to the relationship between education and employment. After going through "progressive education" and "life adjustment education," we have come full circle to recognize the limitations of what one can do in trying to directly influence a person's thought and life patterns. We have learned in recent years to be more humble in the assessment of our own capabilities, not to mention qualifications, for changing human character in the classroom. We in education are not gods, after all, and those who would put us on such a high pedestal are only doing the profession a disservice.

No, no, and no again, we cannot solve the nation's problems in the school because schools are only a part of the formative experi-

ences and influences that bombard an individual from every direction. The time may have been when the schoolroom was the sum-total of forming an individual's "education," but that time has passed.

What we *can* do in the schools is to provide an individual with a degree of preparation and experience commensurate with that individual's aptitude and capability. Period. What we can do, also, is to put the schools and the classroom in their proper place in the *total* life experience of an individual.

The American Tradition

Obviously, some new thinking will have to be applied if we are to accept this new role of public education. To do this, we must embark on a painful re-examination of ourselves and our educational system, starting from the year one, if necessary.

Where did we go wrong?

I don't think we have. What we have now is the opportunity to do "right" once again.

A very simplified philosophy of American education falls along two lines: One, education as moral or philosophical to enhance the spiritual life; the other, a practical education to enable one to make it in the physical world.

On the first track, education was conducted on a formal, authoritative basis, not unlike the church setting, with the teacher being the minister or a substitute figure. The primary purpose of the early American school was to learn to read so that one could read the Bible.

On the other track was life education and this was conducted informally. After the young persons trudged home from school, there was a quick return to the inevitability of the physical world of cows to milk, chickens to feed, stables to clean and all the rest that was necessary to survival.

The life education was handed down, learned the hard way. In this way, we learned to compete, to work and to perform.

Without belaboring the simplification, I still see the distinction between these two types of education. The classic educator is a disciple of Aristotle and Calvin, as well as Cotton Mather and Ichabod Crane. The other kind of educator is something of the Master who teaches us the practical arts and represents a different kind of authority.

I believe that the problem we face today is that we cannot divide education into two distinct worlds. Instead, there is one world or there are many worlds in one, according to your outlook, with the roles and elements of what was once called teaching interminably mixed.

The world itself is the educational experience, and our schools are only a part of the experience. But some of us don't quite accept that. We still insist on being responsible for the total spiritual and social development of our charges when, in fact, we can't do all that much about something that is out of the test tube, already created.

Again: what can we in public education do?

We can provide an individual with a degree of preparation and experience, commensurate with that individual's aptitude and capability. What we can do, also, is to put the school and classroom in their proper place in the total life experience of an individual.

What is the proper place of the school?

I'm prejudiced, but I firmly believe that the place is in the *center* of the picture. The school should be in the center of the community's total learning experience.

Employment Education

Now and in the foreseeable future, community life in America centers around the work experience, the economic activity. Perhaps some of us in education tend to forget this central fact, partly because our own economic activity revolves around the necessity for us to have a "non-economic" image. For many years, we in education have been above the basic economic scrabbling that our students eventually must perform. We were there to serve, to be selfless, to give of our pure knowledge and to give young people a vision of a better world. But was this the world that they would eventually have to enter? And, then, who was to say which was the better or worse world, anyway? Who could make that judgment? Moreover, what would have been the basis for such judgment?

Call it a sweaty shirt philosophy or what you will, the most useful course that public education can take under the circumstances is to prepare our people for employment, to consciously focus on the careers which every American will have to pursue.

This will not solve all of our social and economic problems, but such a course will certainly do more to meet the realistic needs of individuals and of our society.

Work in America, a study just released by the Department of Health, Education, and Welfare has gone a long way toward reinforcing what some of us have always suspected in this regard. The report said unequivocally that the mere presence of work and opportunity for productive work is the solution to various problems of dependency.

We can do that one better by stating that many of our racial problems are rooted in employment. So, perhaps, are crime, broken homes, mental illness, and even such health problems as hypertension. Even among the affluent, we see during the spurts of unemployment the development of serious problems leading toward divorce, alcoholism, drug usage, and suicide. No amount of academic education can make a man feel more useful to himself after he has been out of work for six months.

It is unfair and unrealistic for anyone to point the finger at public education for the social problems of the nation. At the same time, it is criminal for the public education system to produce people who cannot take their place in society; i.e., *work*—work of a type and at a level that will be most realistic for the individual's capability, provide the most satisfaction, and enable the individual to grow throughout his or her lifetime.

Everyone can do something—this is central to what I consider to be the concept of career education. What that something is can and should be discovered and nurtured early and enhanced and developed throughout a useful lifetime.

Isn't public education doing that now?

The record doesn't show it.

New Directions

To be blunt, a lot of valuable time is being wasted in our schools and with it many lives. No one can be against maximum expansion of the mind to broaden horizons of learning, yet this cannot be done at the expense of failure to direct the mind toward the practical considerations of earning a livelihood.

Ivar Berg, in *The Great Training Robbery*, pinpointed the massive problems of misdirected careers. He said a growing number of workers have more education than they need to perform

their jobs well; salaries are not necessarily closely related to education; employee productivity does not vary systematically with years of formal education.

More serious still are the explicit government reports on unemployment at times of skills shortages and implicit government action to train and retrain people after they have given up the formal classroom or, worse yet, graduated from something with no capability to enter the job market.

Yet the basic public education system—stimulated, directed, and aided by the public in general as well as being abetted by an outdated concept of status—persists in making the academic degrees the goal of us all, regardless of job market demands or personal desires and abilities. Academic aspirations are made to correspond with social and economic success, whereas in the market of the future they can lead to failure. The charge is being heard that such thinking is promulgated to discriminate against certain economic classes and to more deeply entrench others in a favorable position. In cases where such charges are true, this must represent the height of irresponsibility in carrying out a public trust.

However, it is my feeling that the perpetuation of the present system is not necessarily a conscious effort. Therefore, it can be changed through conscious dedication to change.

A recent report to the Congress by the Comptroller General of the United States pointed up some well known problems of vocational education within the public education system.

> "Too many persons relate Vocational Education to manual training classes of the past which became the repository of any child considered to be below average."
>
> "Teachers and counselors are academically oriented and do not know about the advantages of Vocational Education. As a result, they direct promising students away from Vocational Education courses."
>
> "At a local level, there is apathy toward Vocational Education."

These and other findings reflect a lack of job market understanding among students, educators, and the community at large. The answer to the problem would appear to be a re-direction of the present systems and the predominant thinking, rather than the addition of new programs or the expansion of the role of vocational education in the total system. The curricula must be

changed, instructors and counselors reoriented, and the community educated toward understanding of the career education concept. But most important must be the change in the role of public education in the community to a total service leading to career development from kindergarten to adulthood.

Vocational-Technical Education

How does vocational-technical education fit into the grand design of career education?

In some quarters, vocational-technical education is synonymous with career education, and nothing could be farther from the truth.

While vocational-technical education is an important part of career education, it is only a part of the total career education system.

The increased sophistication of the so-called vocations and vocational-technical offerings in the school systems makes it more vital than ever that vocational-technical education be integrated with the total community education scheme. Under the career education concept, the vocational-technical training programs require the support of the total system since the system will need the specific skills training programs to produce individuals who can enter the job market.

An underlying concept of the role of vocational-technical education in career education is that everyone, at every reasonable level, will attain a degree of occupational skill, whether or not that skill represents the ultimate aspiration of the student. Conceivably, someone who drops out of school before completing secondary education will at least have some start toward a career.

In similar fashion, an adult who wishes to change positions or occupations may return for further training or retraining.

Starting early in life with career education, a student will be able to begin having positive and realistic attitudes toward work, have experience with and exposure to a variety of job fields to which he or she is suited, and have special incentives to achieve at a higher level throughout the career education experience.

As a part of the total system, the services of vocational-technical education are there to assist in the development of the career education concept.

Dallas Skyline Center from Conception to Reality

B. J. Stamps

Personally involved in the development of a truly different school in Dallas, Tex., the writer describes in detail the planning, community involvement, and solutions to problems encountered during the growth of this career-oriented school.

WHERE does a school system the size of Dallas' begin after it decides to break with tradition and build a "super" school?

As a first step, the superintendent of schools called upon every trade association, chamber of commerce, service club, and professional association to submit their ideas as to what should be contained in a school that would offer unheard-of opportunities for students. Outstanding suggestions and outlines of programs came from virtually every facet of the business, social, and educational community of Dallas.

The Basic Question

To assist in organizing the multitude of suggestions, committees in 18 career clusters were established. Basically the question that went to the committees was: "What can a school do to enhance the opportunities for students to enter the field of work represented by your business?" As these committees began to sift through the suggestions and to come up with concrete recommendations concerning the content, scope, and sequence of the offerings, one central theme began to emerge—that this school should provide each student with at least three options: (1) to enter the world of work immediately upon graduation from high

B. J. Stamps is assistant superintendent for career education of the Dallas (Tex.) Independent School District.

school with a saleable skill, (2) to continue his education at a trade, technical, or community college, or (3) to continue his education at a university or professional school. These would be options the student had at graduation rather than choices that he would need to make at grade 8 or 9. The committees saw this school as a place that would increase the options for students rather than offer a track system of education.

Extensive Interviews

Concurrently with the committee's working on suggestions and program for this school, a group of Dallas administrators visited innovative schools across the nation in search of ideas. Therefore, Skyline Center is not only a product of the business, educational, and social community of Dallas but it is a reflection of some of the outstanding characteristics of many schools in our nation.

During the time that educational specifications were being written, an architect was commissioned to work with the committees to design the building to house the program being planned. The architect interviewed teachers, school administrators, businessmen, and educators from other areas, always asking the question: "What would you do in this room, this laboratory, or this facility?" The physical layout was designed to enhance and encourage innovation rather than simply house and possibly hinder it.

As the building began to take shape on paper, the job of the several committees became more specific as they attacked program and equipment specifications. With all facets of the Dallas community giving their support, a $67 million bond issue containing funds for this project was passed.

Opening of Building Delayed

In December of 1968, I was appointed as the first principal of what we then called the Science-Technical Center to coordinate the purchase of equipment, program planning, faculty selection, and student body recruitment. Coordination was really the job to be done, for the story of Skyline Center is one of continuing support of all facets of the community.

The first class was supposed to begin in September of 1970 on an abbreviated basis. Because of construction problems, it was decided to open the school to sophomores and juniors and to open only a few of the career clusters. We opened the call for students to make up the first class of what is now known as Skyline Center. One thousand adventuresome students answered this call. Because of various strikes and other slowdowns in the construction schedule, we were not able to move into the building and had to open in a furniture store and an orphans' home. Opening of the new building was delayed several months, but we were finally able to make the move into it on March 1, 1971.

Advisory Board Established

Prior to this opening, the district had determined that we needed outside assistance to complete the program development efforts and to let the students of Dallas know about opportunities available to them. To assist with this effort and to organize the community involvement on a continuing basis, the Dallas Chamber of Commerce agreed to create the Skyline Advisory Board, a delegation of 15 top leaders from our city to guide Skyline through its first years of operation.

The duties of the Skyline Advisory Board would be to bring all the forces of the community to bear on the problems that were facing this school, its program and its students. To make the work of this committee productive, the services of a paid executive director were provided to do the leg work for the committee and organize cluster advisory committees to get into specific details of each of the cluster operations.

In conjunction with the Skyline Advisory Board, it was decided that industry should be involved in the creation of the program and recruitment of the student body. A request for proposals was issued and answered by many firms in the education industry. In Phase I, the recruitment phase, three companies (RCA, Philco-Ford, and Thiokol Chemical Corporation) were selected to assist the school district in telling the Skyline story and its opportunities to the city and to the students. Every 9th grade student was taken on a tour of the Skyline building and its facilities, and a team of interviewers went to every junior and senior high school and made a presentation to 70,000 students. During the first month that this building was opened, 42,000 people visited. When the

recruiting phase was over, the school district had 4,000 student applications for the 2,000 available spaces the first year.

Based on student requests, we decided to open 24 of the 30 clusters of opportunities, necessitating a completely new performance-based, criterion-referenced curriculum to be written for each of the 24 clusters. To assist in this task, the school district employed RCA Corporation to develop the program in 12 of the clusters and set up a competing team of Dallas Independent School District personnel to develop a program in the other 12 clusters.

During the 100 Days War, as we affectionately called it, a beginning performance-based curricula was written for each of the areas. This curricula was put together with the assistance of the advisory committees looking over and signing off on career competencies goals and the various behavioral objectives. All of these efforts were audited by the Educational Testing Service. Also monitoring these efforts were eight persons in our own research and evaluation group. These two special evaluation teams provided an ongoing, day by day evaluation of the effectiveness of the special career curriculum during the first months that Skyline was open.

During Phase III, which was the operation of the first-year program beginning in September 1971, we had the added problem of court-ordered integration. Two Dallas high schools closed, and portions of their senior classes were assigned to the Skyline High School section of Skyline Center. As a result, we had students from 45 different schools and portions of three senior classes operating at Skyline at one time.

Problems of identity, loyalty, and the usual problems of organizing a fast-growing school were rampant. If you can imagine a school growing from approximately 900 students with 42 teachers in one jump to 3,750 students with approximately 250 teachers, you can get some idea of the situation. Added to this was the problem of uprooted loyalties to other schools. The building was still not complete and much of the equipment had not been delivered. While this was seen at the time as a serious handicap, it was a blessing in disguise, because we could vent our frustrations on the fact that the building was not finished and the equipment not delivered without having to admit to problems caused by the other aspects of newness. In other words, the fact that the building

was not completed and the equipment not installed allowed us to buy some time and vent all our frustrations toward those areas while we were learning how to live together as a student body and as a faculty and learning how to implement this new style of curricula.

Let us review for a moment the original idea for Skyline Center. This comprehensively equipped educational facility was built to serve more than one student body. Actually three schools in one, it is a comprehensive high school, a Career Development Center, and a Center for Community Services and Continuing Education. The high school section serves as a local high school for the students living within its neighborhood attendance zone, providing all the extracurricular and co-curricular activities of the normal high school. The Career Development Center (CDC) serves as an extension of all 20 high schools in Dallas offering students opportunities for study beyond those available in the local high school in every area of endeavor. The Center for Community Services offers programs of continuing education for adults and out of school youth at night and during the day on a space available basis.

Actually Skyline has four student bodies.

1. students who live in the Skyline attendance area
2. students who transfer to Skyline full time to attend the Center for Career Development, taking their required subjects from Skyline High School
3. students who transfer to the Center for Career Development on a half-time basis for one of the three-hour clusters, returning to their local high school for the required subjects
4. approximately 3,000 adults taking courses during the day and evening.

One central philosophical idea has been followed throughout the creation of the building and the implementation of the program! Whatever will enhance our ability to attract a student body we must do, and whatever would be detrimental to that effort we must not do. Using that as a criterion, Skyline Center has succeeded. For instance, after the first year's recruiting we had 4,000 students applying for the 2,000 openings. During the second year recruiting we had 2,500 students apply for 1,500 open spaces.

Summary

In closing, I would like to point out significant success factors in the Skyline Center development.

1. the involvement of all aspects of our business, professional, and educational community in the design phase of the building.
2. the creation of three schools in one. A comprehensive high school for students living in the area, a career development center that is an extension of all the schools in our city, and a Center for Community Services for Adults.
3. the creation of entrance requirements for students wanting to attend. It is required that a student demonstrate that he is a successful student in his current program and that he does not have a history of being a discipline problem. While these two may not be educationally sound, they were utilized effectively to demonstrate that this school was not to be used as a crutch. In short, a student's reason for entry had to be that he wanted more opportunity rather than his inability to achieve the program at his own school.
4. in addition to the normal programs of occupational education, programs of advanced study in every facet of business and school life. A heavy emphasis has been placed on mathematics, science, music, art, communications, social sciences, and languages. All of the programs have been designed to go beyond the opportunities available to students in any other school.
5. the creation of the Skyline Advisory Board, complete with paid administrative assistance, and the Cluster Advisory Committees to develop fully the partnership between the school and the business community.
6. the involvement of industry in the preparation and in the execution of the program.
7. the decision to equip the building with the equipment used by industry rather than equipment that would *simulate* conditions in industry.
8. the utilization of advisory committee members to work directly with students and teachers without the insulation of

an administrator, making it possible to achieve real involvement with students. Most committees began by helping develop first-year curricula in the summer before Skyline opened. They assisted in purchasing equipment and supplies, arranging field trips for students, providing guest lecturers, and in helping to improvise learning experiences when required facilities were not available on time. To date, the cluster committees have provided intensive career counseling for students, planned spring recruitment, arranged on-the-job training programs, and advised on second-year curriculum content. In many clusters, career counseling has been on a one-to-one basis with visits to work sites provided by advisory committee members.

9. the creation of a research and evaluation group to be a participating member of the development team in Skyline Center rather than an observer and recorder of what is happening. While doing the process and product evaluation, the evaluators as members of the team got spontaneous feedback from the teachers that enabled them to give assistance without the restraints of the normal evaluator function.

Skyline has achieved its first goal—to be a place where students go voluntarily to get more opportunity rather than a place where they are sent because they do not fit the program of their local school. At the close of our first year, we did an evaluation in which we asked students: "Was it worth the bus ride?" After a long and sophisticated interview with a 10 percent sample of all the students, the answer was an emphatic "Yes!" The answers to the question, "Would you do it again?" were so positive that the veteran researchers conducting the interviews were amazed that any group of students could be this positive about anything.

At the present time, we have indications of success with students, but the ballots regarding long-term success are still out. True success will be measured by the performance of our students in the market place. Did Skyline really make a difference? Success will also be measured by the extent that the programs and techniques developed at Skyline can be exported to other schools. Has teaching and learning really been affected? Finally, the success of the Skyline idea must be measured by continuation of the tremendous involvement of the business and industrial community in the education of Dallas Students.

Occupational Education: Unfulfilled and Unappreciated

Jan W. Jacobs

Citing reports from the National Advisory Council on Vocational Education and the Michigan Senate Education Sub-Committee, this author makes a strong case for taking action now in occupational education.

JOHN Gardner, former secretary of the Department of Health, Education, and Welfare, clearly sums up the fundamental difficulty associated with the area of occupational or vocational education. To paraphrase Gardner, he says that our society should value both its philosophers and its plumbers; otherwise, neither its ideas nor its pipes will hold water. Let's face it, the basic reason why we are not meeting the needs of all our young people, particularly in the area of occupational education, has to do with attitude. As a nation, we do not value *all* forms of honest labor. We are dead wrong in feeling that all have to attain a baccalaureate degree in order to be respected, contributing members of our society. We are dead wrong if we make a young man feel less than worthy if he wants to be a plumber. But we do it.

Results of 1968 Vocational Education Amendments

Three years have gone by since the passage of the 1968 Vocational Education Amendments and we can rightfully ask what progress has been made in educating the nation's youth for a job entry. Shockingly little, according to the National Advisory Council on Vocational Education. For the third consecutive year, the Council has issued a blistering report, criticizing educators, the federal government, and taxpayers for their lack of action. The

Jan W. Jacobs is assistant superintendent for curriculum and instruction of the South Redford School District, Detroit, Mich.

primary reason this nation has not yet established a society in which there is equal opportunity to learn and work is that it has not yet tried, states the Council.[1]

One of the basic challenges to American education today is whether or not it can equip, for effective participation in the life of the country, the well over 20 percent of the population now excluded because of inadequate educational opportunity. This group of untrained youths is an explosive one, no longer willing to accept promises.

James Conant, over five years ago, warned that our high schools, because of inadequate opportunities for all young men and women, were social dynamite. And how right he was! The nation must overcome its preoccupation with the college-bound and get over the idea that vocational education is for someone else's children. The federal government must reorganize the U.S. Office of Education, alter its manpower policies and legislation, and change the funding pattern by which it invests $14 in the nation's universities for every $1 it spends on vocational education programs, and $4 in remedial manpower programs for each $1 it invests in preventive vocational programs. So far, neither Congress nor the Administration has taken much significant action, appropriating only about 60 percent of the funds authorized by the 1968 Amendments. It continues to operate what have been called "Bandaid programs," such as Manpower and Development Training and the Job Corps.

The current accent on remedial, rather than preventive, programs ignores several significant facts: First, about 85 percent of the population, according to the U.S. Office of Education, never gets a college degree; second, a federal study of job prospects for the next decade, done by the U.S. Department of Labor's Bureau of Labor Statistics, predicts that eight out of ten openings will not require any college degree; and, finally, a long-range projection is that, by 1975, 14 million persons should be receiving some sort of vocational-technical education. In 1968, however, only 3.8 million were getting such education in the secondary schools and nearly 25 percent of the young men and women who turn 18 each year have not been educated to a level that can be considered adequate for employment.

[1] Velma A. Adams, "Vocational Training: Still for Someone Else's Children?" *School Management*, Vol. 14 No. 9, Sept. 1970, p. 12.

Michigan Report Points Up Task Ahead

Michigan's Senate Education Sub-Committee assigned to assess occupational education in Michigan schools has done a forceful job of presenting the inadequacies in this area.[2] The Sub-Committee stated in its report that it is a miracle that we can keep our young people in high schools at all, especially, those not destined to finish college. Testimony expressed during the study made it all the more clear that schools are keeping most of our young people there only because they have no alternatives.

Obviously, there is a monumental task ahead of us but one which we must tackle. And now! As educators we have not done all that must be done to meet the needs of youth. However, it is not enough for us to sit around wringing our hands; neither is it profitable to place all of the responsibility and blame on the educator. The truth is we all have to work together—educator, board member, citizen, union leader, legislator, businessman, student—to change our attitudes and our educational system so that it is more responsive to the crying needs of the young men and women in our schools.

We should start young. In the elementary grades educators, by their actions, should show that there is value in all honest labor, and we should begin to shape positive attitudes toward all work and the people who make all kinds of varied contributions to our society. Our instructional materials as well as our in-class and out-of-class experiences should be deliberately designed so that a child has a clear insight into the kinds of people and types of work that it takes for a society such as ours to function.

At the junior high or middle school level, a wide array of exploratory experiences for both boys and girls should be available, and attention given to occupational interests and future goals. What is basically needed at the junior high level are earlier opportunities not only for the student to explore the world of work, but for him to explore his own needs and aspirations.

At the high school level schools must create great change. Some districts have facilities at the local district level, some at the community college level, and some at the area center level. While occupational education can and does occur at any of these three

[2] James D. Gray, *Michigan's Contribution to the World of Work*, Oct., 1969, p. 3.

levels, the local district will continue to work under two severe restrictions: (1) inadequate financial support for the construction and equipping of up-to-date shops and classrooms, and (2) insufficient numbers of students to justify the necessary breadth of program and variety of courses needed for our complex society.

Action Must Be Taken Now

Regardless of the fact that the solution to the occupational education plight may lie in the area vocational center working in cooperation with the local district and the community college, action must be taken very soon because approximately only 16 percent of the secondary students are currently in occupational education courses. All emphasis in secondary schools should not, of course, be on vocational training because this would be going too far in the other direction. What schools do need are more balanced programs to meet the needs of all, and we clearly are not doing that at the moment for the person who is not going to college.

At best, three to five years are required to put significant area vocational plans into operation. The plans for area vocational centers require the construction of buildings and facilities separate from high schools, where students spend half-day sessions learning a skill and the other half day at their home high school. Hopefully, the initial planning of any area center program will involve high school students; and, at the same time, the business community should be surveyed in terms of projected manpower needs. The area centers, it seems, should be developed around the cluster approach that prepares students in broad occupational fields and stresses jobs of the future for girls as well as boys.

The time is clearly here to get going and do something beyond giving lip service to the young people who are not profiting from our present educational program. We have waited too long already. To paraphrase Thoreau, the student who is marching out of step, may, in fact, be marching to the tune of a different drummer, and it is our responsibility, as educators, to change *our* tune and *our* program.

The Classroom Teacher in Career Education

Darryl Laramore

Career education, the author believes, is a method of teaching skills to students, rather than an "extra" subject. Creative teachers, stimulated to interest and involvement in career education, can provide exciting, meaningful preparation for the adult world of work.

"I'LL never teach the same way again!" an enthusiastic fourth grade teacher was heard to say. Similar phrases have been heard in the coffee rooms of elementary, junior high schools, high schools, and community colleges throughout the nation. These teachers' common experiences have motivated them to risk teaching in a different way. They have all been involved in career education.

The classroom teacher is the key to a successful career education program. Every teacher from kindergarten through junior college can implement exciting career education experiences in the classroom and teach subject matter through this vehicle.

Kenneth Hoyt (1972) of the University of Maryland states: "Career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value system, and to implement these values in their lives." Hoyt believes that the success of the total effort is dependent on the quality and the quantity of five components, each of which must be closely integrated with the other four: The efforts of all classroom teachers, 2) vocational skill training, 3) the efforts of business, 4) positive, active contributions by labor and industry, and 5) a compre-

Darryl Laramore is the vocational guidance coordinator for the Sonoma County Office of Education, Santa Rosa, Calif.

hensive program of career development, and the significant ways in which the home and family structure serve as an influence. This article will attend to the first of the five components, the responsibility of the classroom teacher.

Why Career Education?

Young people are facing complex educational, industrial, and societal conditions that call for their leaving school with well-ordered educational and career plans. Most students are unaware of the many career opportunities that are available to them. They are also unaware of how choosing a career affects other facets of their lives such as leisure time activities, choice of a marriage partner, where they live, and the total life style they will pursue. More often than not students find that there is little or no relationship between the courses they are taking in school and the real world. Career education is a practical means of meeting these needs.

An Integrated Approach

Career education requires an integrated planned approach from kindergarten through junior college or other post-high-school training. It involves incorporating career information within the content of regular classes of reading, English, social studies, math, etc., at all levels. It involves incorporating self-awareness activities at all of these levels as well. A student can make good decisions only if he is aware of who he is, what his interests are, what his aptitudes are, and his values. It also involves knowledge of concepts of the world of work such as the relationship between leisure and work, the dependency of people in one job upon people in other jobs, the effect of geography on one's career choice, the effect of technology on career choice and job satisfaction, and others.

The need to include career education experiences early in a child's school career is becoming more apparent. There is a consensus expressed by many leaders in the field of guidance that ninth grade is too late to start exposing students to career education concepts, because many ninth graders already have stereotypical ideas of occupations which are unrealistic.

There is evidence to show that children are able to cope with concepts of the world as early as pre-school (Super, 1957 and

Ginzberg, 1952). Ginzberg & Associates (1952) has established a series of developmental stages through which students progress. Other theorists have established similar stages.

Although the different theorists attach a variety of names to these stages, one can generally categorize them into three groups.

1. *The fantasy years:* the ages from five to 11 when children are intrigued with the image of the worker—the clothes he wears, the toys of his trade (guns, hypodermics, tractors), and the fun things he does.

2. *The tentative years* between the ages of 12 and 17, when the youngster begins to look at his interests, aptitude and values and tries to superimpose these on a work role. He may, during this period, actually try work roles on a short term basis. He may do volunteer work which aids him in making decisions about himself, his education, and a possible work role.

3. In *the realistic years* between 17 and 25, the person should have a better understanding of his strengths and weaknesses. At this time, he selects an occupational field or cluster. He then gains training to enter his chosen field. It is expected that he will make several occupational changes during his lifetime as a result of many circumstances.

Although age spans are listed, they are very individual and may occur at different times. We all know adults who are still in their fantasy stage and young people who are definitely in a realistic one. Although these stages are evident in many, there are those in whom they are not evident. Many people in our population choose occupations apparently by chance or choose to drift.

The implementation of a career education program is based on the belief that occupational experiences are as essential throughout elementary school as they are throughout and after secondary school. Leisure time activities, as well, play a significant part in exposing students to life. Too many individuals have perceived their career choice as occurring at some specific grade level in secondary school. This decision is often based on inadequate information. Rather than permitting an individual to drift through childhood and even adolescence without adequate exposure to work, career development focuses upon the importance of providing adequate work-related experiences for children from the time they enter school. These experiences will enable him to make more adequate decisions regarding his work role at points of decision-making.

Some Objections Answered

When classroom teachers are first exposed to the concept of career education, they often have questions regarding the concept and their role. "*Are you trying to put another curriculum area into the already crowded curriculum in the elementary school?* We are now expected to teach reading, math, art, P.E., science, music and social studies. How can we possibly have time to add another curriculum area?"

The answer to this is that career education is not another curriculum area. It provides, instead, a method to teach skills that are already being taught, through the world of work.

Junior high and high school teachers, when first introduced to the concept, feel panicky. Their question, "*How can I possibly revise my curriculum when I have six different classes throughout a day?*"

We suggest to teachers at this level that they begin implementing career education experiences in one class, the one with which they feel most comfortable. They could begin with one experience per month. Teachers are individuals and each implements career education in his own way and at his own rate. Some teachers at the end of a year are still providing one career education experience per month and in class. Others are more creative and more excited and are implementing five to ten career education experiences per month in each of their classes. In other words, there is no one set standard for teachers. Each teacher should accommodate career education as he can.

Another question is, "*Why should we force further pressures on small children to make career decisions?*" In response, it should be stressed that career education does not force early decisions. It acquaints children with world of work information so that when they do make decisions, they are based on a background of enough experiences to make their decisions more realistic.

Other major questions persist. *How do we incorporate career education concepts into the curriculum? Who are the experts? Where do we get someone to come in and tell us what we should do?*

The experts are already in the classrooms. They are the teachers in every school district who are willing to provide career exploratory experiences for the children in their classroom. These

teachers can develop creative and exciting career experiences if they are given time to work on this approach.

Staff Involvement

The author has worked with many elementary, junior high, senior high, and community college teachers in an effort to stimulate development of their own programs. It is imperative that school districts develop their own program involving the entire staff and representation from the student body and community. A program should be based on the educational needs of the learners in the school district, the needs of the industries surrounding these schools, and the creative endeavor of teachers, counselors, and administrators working together to initiate a program.

The experts on what career explorations will be appropriate for each grade level are the creative teachers in the classrooms. These teachers, working with someone to stimulate them to think about the world of work and to acquaint them with the resources available, can come up with the best program for their classrooms. The teachers' involvement in the production of this program provides a strong motivation for implementation. Career education experiences can be integrated into all subject matter. Teachers, provided time, can create a career education program which is superior to any prepackaged plan in that it reflects the needs and resources of the community and the learners.

Implementing a Career Education Program

There are many activities that can be planned to provide career education experiences. Teachers generally think first of entire class field trips and speakers to come into the classroom. However, creative teachers have planned plays, pantomimes, role-playing exercises, bulletin board displays, collages, parent and business speakers, leisure time demonstrations, charts, small investigative teams of students with cameras and recorders who then report to the entire class on what they have learned, mock interviews, value games, interest aptitude games, student reports, student interviews, student and teacher-made media, art activities, and many others.

Teachers may initially have difficulty in getting started. The following plan has been found to be successful with many school

staffs. It is suggested that only those teachers who are willing to begin teaching in a new way should be involved in the project. Those teachers who are either reticent or negative tend to slow down teachers who are willing to work. The teachers work most efficiently when they are in groups of four or five. Groups representing different grade levels are more creative and productive. At the junior and senior high school they should represent different subject matter areas. Groups made up of men and women are more creative than those consisting of all women or all men. It is best for a leader to be appointed by the group. This group leader may rotate, but for each working session, there should be a group leader who has clearly in mind what the task is.

Outlining the Concepts

After a team or teams in a school have been established, two hours can well be spent in discussing what concepts are expected to be learned. Some suggested concepts are:

1. Understanding and accepting self as important throughout life
2. Recognizing that the dignity and worth in all people and their choice of work is important
3. Individual differences in interests, aptitudes, abilities, values, and attitudes
4. The understanding that acceptance and development of one's self is a lifelong process and is constantly changed and influenced by life experiences
5. Interaction of environment and individual potential in career development
6. Adaptability in a changing society
7. The wide variety of occupations
8. People work for different reasons
9. Occupations exist for a purpose
10. Education and work are interrelated
11. Occupational supply and demand have an impact on career planning
12. Our society causes interrelationships of jobs
13. Occupations and life styles are interrelated
14. Leisure time activities may influence career choice and career choice may affect leisure time activities
15. Individuals can be successful in a variety of occupations

16. Career development is a life-long process
17. Management of finances, spending, borrowing, saving, supply and demand establishes life style
18. Problems of life and work are not as portrayed on television and in movies
19. Knowledge of job advancements, tenure, demands, limits, legal and financial protection and fringe benefits are important in career choices
20. Job satisfaction is dependent on harmonious relationships between work and work environment
21. Not all satisfying work produces money
22. Most jobs provide satisfaction and dissatisfaction
23. Some career availability is limited by geographic location

Ten concepts are suggested as a realistic number to work with. If a school has several teams, they might meet one time as an entire group and decide on a list of concepts for the entire school. Generally speaking, school objectives and classroom objectives are best established if a list of concepts for an entire school is developed.

Furthering Creative Planning

Another important planning stage is to help teachers realize that they have creative potential. One workable way to effect this is by having the small teams choose one concept and for thirty to forty-five minutes brainstorm about the many different ways they could use to put that concept across. During this brainstorming period, constraints of time, money, etc., should be eliminated. Allow at least 20 minutes for this brainstorming session even though there may be periods of silence. Teams have found that they begin slowly but that the stimulus of one idea produces other ideas in the group. Often very creative ideas can be developed during this time.

After this initial brainstorming session, one of the teachers chooses one of the ideas that has been generated from the brainstorming session and attempts to develop this into a well-thought-out career education plan. All of the teachers will help this teacher develop this idea into a workable plan. The following planning format has been helpful to teachers in working out this experience:

Career Experience Planning and Evaluation Format

- Major concept
- Preparation required (steps and/or discussions leading into experience)
- Objectives to be met (concept, occupational information, and subject matter)
- Description of the experience
- Resource people utilized
- Curriculum areas incorporated into the experience, and how
- Evaluation in terms of students' enthusiasm, success, or failure. What percentage of students met objectives? (Not to be completed until completion of experience)

The evaluation section is naturally completed after the experience has been implemented. When one teacher has completed the plan, the team members then help another teacher with a plan.

Although one way of developing a plan is through brainstorming, there are other ways in which an experience can be generated. Some teachers may have a good idea that is not related to any concept. The teacher may have a friend who has an interesting leisure time activity. Some of the parents in the classroom can contribute by talking to the students about the work they do and bringing in the tools of their trade. A teacher may get an idea by riding along the freeway and passing some business establishment which might be interesting to his or her students. A creative experience can be initiated in this way. An attempt should be made to relate the experience to a concept sometime during the planning.

Another method of initiating a career education experience is through the unit. A social studies teacher may have a unit on the desert that is part of the subject matter curriculum. As part of this unit on the desert, the students can explore occupations peculiar to the desert. One way is to write to desert communities to obtain the newspaper for a copy of the want ad section. Students find that jobs being offered in desert communities are different from their own. This shows how geographical location affects job market.

Getting the Staff to Work Together

One important key in designing a program is for teachers to realize that they are creative and that there is no one best way to implement career education. As the groups continue to work together and become accustomed to thinking along career development lines, they become more creative and quicker at developing career experiences. High school teachers sometimes have difficulty in working in groups because they have been alienated from other subject matter groups for most of their teaching lives. Teachers at all levels, however, find this to be an exciting way of developing curriculum once they overcome their initial reticence. Some groups have even tackled other school problems in this way.

Several groups can work at one time and in the same room. It is possible for fifty staff members in teams of four or five to work in a large room, library, or in several adjoining workshop rooms.

To initiate a successful program it is best to plan one or two consecutive days of this workshop atmosphere. After this initial session, shorter work periods, perhaps two and three hours after school or after a minimum day, will be successful. A minimum of three or four such work periods a year should be attempted after the initial workshop session.

The workshop leader is a key person in successful planning sessions and must be able to provide a relaxed and congenial atmosphere as well as give individual teams help. Acquaintance with career education and experience in working with groups of teachers is essential. Thinking can be stimulated in this creative atmosphere, and workshops conducted along these lines can be productive, interesting, and exciting.

Once workshop teams have worked together a few times, a workshop leader is no longer needed. A pattern of task-oriented objectives has been established which will be carried out by the teachers in their own way.

Problems in Career Education

Some career education programs have not lived up to the expectations of the administration. A major pitfall has been the compiling of a set of career education experiences in a book which is passed out to the other teachers for their use. These books are

placed on the shelf by teachers, because they have had no involvement in their development and, therefore, have little motivation for implementation. Many curriculum revisions have been stifled by this method. Those teachers who were involved in the development cannot understand why the other teachers are not excited about it. The key, of course, is that as teachers become involved in development, they are excited about implementation.

It is necessary for all teachers to become thus involved with career education development. Some schools which began with a small team have, in a second or third year, interested 80 to 100 percent of their teachers in implementing career education. There will be some teachers in each staff who may never get involved. Punitive measures will not encourage these teachers to integrate career education into their curriculum. However, career education involvement has a spiraling effect. It begins with a core of interested, energetic teachers and widens out year after year until most of the teachers in the school have become involved to a certain extent.

Another pitfall has occurred when programs have attempted to have teachers set up terminal objectives before getting involved in the program. This has been found to have an extremely stifling effect on teachers interested in career education. Although objectives are needed, these can best be prepared as the teachers get involved in the program. Objectives written up prior to implementation end up as a frustrating unrealistic exercise.

A third pitfall occurs when administrators force teachers to become involved before they are ready, or force them to carry out career education programs that have been developed by someone else. It is necessary for school staffs to decide on a minimum number of experiences but this is best done as a cooperative measure.

Summary

This article has made an attempt not only to define career education, but also to explain the responsibility of classroom teachers in a successful program. It has also provided guidelines on how classroom teachers can be stimulated to incorporate career education into their classroom subjects. Career education may be a passing fad; however, in the opinion of this author, it provides a method through which subject matter can become more relevant

and students can be given awareness of the world of work which will help them in the decision-making process. When fully understood by staffs, community people, students and school board members, there is no one group that can say, "Career education has no meaning for the educational system in this district."

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Signs of Overkill in Criticism

The great campaign against the American public school has now reached the stage of overkill. It is impossible to believe that anything new can be added to the attacks already delivered, for the schools have been assailed from every conceivable direction, with every conceivable motive. . . . Everybody wants to have education available. Everybody wants it paid for by taxes. But nobody has a kind word for the public school, the institution that only the other day was looked upon as the foundation of our freedom, the guaranty of our future, the cause of our prosperity and power, the bastion of our security, and the source of our enlightenment.

The signs of overkill are not merely that the critics are repeating themselves. Some of them are beginning to question solutions advanced by members of their own groups, such as the abolition of all schools whatever. Recoiling from this proposal, questioners have asked what problems it would solve. They have gone on to point out that poverty, slums, racial discrimination, disorganized families, disease, injustice, and television would remain and have thus inferentially let us know that, if the schools are bad, or if children do not learn in school, or if they have a hard time there, some of the fault may lie with the community and the environment in which children live rather than only with the schools.

from: Hutchins, Robert M., "The Schools Must Stay" *The Center Magazine*, January/February 1973

Comments on Research

Neal C. Nickerson, Jr.

THE evidence is generally supportive of the salutary effects of instructional programs in secondary schools having "modular-flexible" schedules. In most cases, student achievement doesn't suffer and critical thinking and problem-solving abilities are enhanced when a school departs from the traditional six- or seven-period schedule and moves into "mod-flex." Also, in almost all cases, students like mod-flex better. There is literature available to support this student-focused analysis. (Turn to pages 125-133 of the May, 1970, *NASSP Bulletin* for a list of studies and articles supporting the above. Also Lloyd Trump and Bill Georgiades direct us to the NASSP Model Schools Project in the May, 1972, *NASSP Bulletin* which further substantiates those claims.)

However, very little research has been done exclusively on the teachers' outlook and behavior in mod-flex *vs.* traditional schools. What are teacher role expectations for their behavior in mod-flex schools? Are these expectations reached? Are their patterns of job satisfaction different from teachers in traditional schools?

Those are difficult questions. Few research studies have been done on them specifically. Oh, there are many articles stating that teachers *like* mod-flex better, but they don't pin point role attitudes and fulfillment and are usually a spinoff from student-focused studies. An extensive search by this writer and Steve Permuth of the University of Minnesota through several thousand journals, reports, and dissertation abstracts was almost fruitless. The Halleen study was the only one that was found tackling the issue directly. (The University of Colorado's Laboratory of Educational Research is an outstanding source for mod-flex program assessment data, which present teacher opinions as an off-shoot of their primary investigations.)

Neal C. Nickerson, Jr., is associate professor in the Department of Educational Administration and Supervision at the University of Minnesota.

Owen Paul Halleen, "Teacher Behavior in a Modular-Flexible Scheduled School: A Comparative Study," Ph.D. Dissertation, University of Minnesota, 1972.

Halleen, in his exploratory study, compared teachers in two high schools in the same large suburban Minneapolis school district—Robbinsdale, Minn. One, Cooper High, was a mod-flex school. The other, Robbinsdale High School, was traditional. Both schools were comparable, although the community Cooper served was a bit newer and its student body was a bit smaller (2,000); whereas Robbinsdale High enrolled about 2,400. They both are 10–12 senior highs, operate under the same central administrative staff, operational policies and procedures, budget, and personnel policies. Although the mod-flex school was newer, it has operated long enough (since 1964) so that the blush of the Hawthorne effect has paled. (Robbinsdale High School is 15 years old.) Cooper, the mod-flex school, offered a daily schedule of twenty 20-minute modules. Robbinsdale High's schedule was the traditional six period day with each period being 55 minutes long.

In this setting then, Halleen asked his specific questions:

1. How do teachers in a modular-flexible school spend their working time? To what extent do these teachers differ in how they spend their working day from teachers in a traditional school?
2. What are the attitudes of teachers in a modular-flexible school toward their jobs? To what extent are they different from the orientations of teachers in a traditional school?
3. What are the patterns of job satisfaction and frustration among teachers in a modular-flexible school? To what extent are these different of teachers in a traditionally organized school?

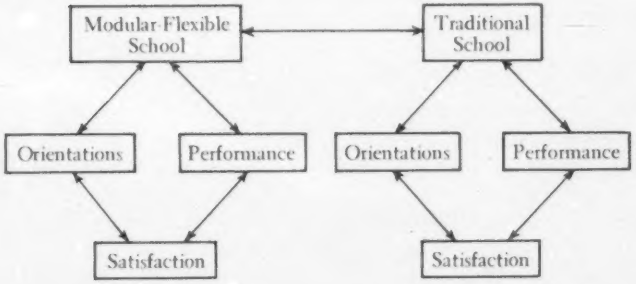
The problem for investigation may be summarized as an exploration and description of the relationship among activities, orientations, and job satisfaction of professional teachers in two differently organized secondary schools. It may be diagrammed as shown on page 106.

Halleen's research instruments were paper-and-pencil questionnaires given to all the teachers at both schools. He used:

A. Role Performance Instrument—Teachers were asked to indicate how they allocate their time during a typical work week on a "Major Teaching Activities Form."

FIGURE 1

THE RESEARCH PROBLEM



B. Role Orientation Instruments
   1. Preferred Teaching Type Instrument
   2. Preferred Allocation of Time Instrument
   3. Reference Group Orientation Instrument

C. Role Satisfaction Instrument—Purdue Teacher Opinionaire

D. Background and Experience Instrument

After the instruments were piloted, they were presented to the respective staffs at faculty meetings at which Halleen was present. Appropriate follow-up procedures were initiated to contact teachers who missed the general meetings. In both schools over 90 percent of the teachers cooperated with the study. The data were gathered in November and December 1970 and analyzed in the spring of 1971. The statistical method most frequently employed in the study was the chi square.

Halleen states a caution in the use of the study, reminding us that it is only an exploratory study which leads to insights or hypotheses. It does not test them. Therefore this study must be considered as a first step in getting information about teacher behavior in a mod-flex school and is not attempting to test any hypotheses.

Analysis of data or role performance, role orientation, and role satisfaction of teachers in the two high schools was done. Halleen's summary and conclusions include the following major areas.

Role Performance

The study suggests that role performance, as indicated by the claimed allocations of teachers' time over their various job activi-

ties, is related to the school setting when focusing on how the teachers claim to spend their instructional time, but does not appear to be related to the school setting when viewing the teachers' use of non-instructional time.

Teachers in the mod-flex school claim to spend less time in large group instruction while spending more time in small group and one-to-one instruction than their traditional school counterparts. Teachers in the mod-flex school also claim to spend less time administering tests than the teachers in the traditional school.

In the allocation of their noninstructional time, teachers in both schools claim to spend similar amounts of time in staff, department, committee or team meetings, in the correcting of student work, and in counseling, advising, and serving as a confidant of students. The teachers in the mod-flex school claim to spend more time in clerical tasks and in supervising students outside of the classroom than the teachers in the traditional school.

Role Orientations

The orientations of these respondents were found to be selectively related to the school setting in which they work. Aspects of their cognitive, appreciative, and moral evaluative orientations were examined.

Cognitive Orientations

The cognitive orientations of these respondents toward preferred teaching styles appeared not to be related to the school setting. Three out of four teachers in both schools preferred discovery-oriented teaching styles, and four out of five teachers preferred a child-centered rather than an adult-centered teaching relationship.

When comparing the preferred teaching style response with the actual practice claimed by the teachers in the study, a higher percentage of teachers in mod-flex claim to demonstrate a child-centered relationship (69 percent in Cooper to 58 percent in Robbinsdale) and a sympathy-oriented style (14 percent to 5 percent) than their counterparts in the traditional school.

In both schools three out of four prefer discovery-oriented teaching styles, but only two out of four claim to actually practice this style. On the other hand, more teachers in both schools claim to practice a content-teaching orientation than prefer this style.

Appreciative Orientations

Appreciative orientations toward the tasks associated with the job, as measured by the amount of time respondents preferred to spend in the various activities, were found to be primarily unrelated to school setting. Only three differences between the two schools could be seen.

The mod-flex respondents preferred to spend less time instructing large groups than the traditional school respondents. The teachers in mod-flex preferred to spend more time communicating with parents than teachers in the traditional school. Third, there is some evidence in support of the contention that teachers in mod-flex prefer to spend more time instructing students on a one-to-one basis than the teachers in the traditional school.

While the preferences for the most part were similar in both schools, the opportunity to divide the instructional time in ways closer to the preferences of the respondents is not the same in both schools. This discrepancy suggested the introduction of the concept of role deprivation, which measured the extent to which the pattern of preferences for activities was matched by the actual activities of the teachers in these two schools.

Role deprivation apparently is related to school setting when focusing on instructional activities. A greater number of the traditional school teachers found their actual instructional time allocations considerably out of line with their preferences than the teachers in the mod-flex school.

Respondents in the mod-flex school indicated role deprivation in two noninstructional task categories, "Supervising Students Out-of-Classrooms" and "Performing Clerical Activities."

Role Satisfaction

Role satisfaction appears to be selectively related to school setting. The mod-flex respondents were found to exhibit greater overall role satisfaction than their counterparts in the traditional school. The teachers in mod-flex also exhibited greater satisfaction in six of the nine job satisfaction factors than the teachers in the traditional school. Specifically, respondents from Cooper exhibited greater satisfaction in "Satisfaction with Teaching," "Rapport with Teachers," "Teacher's Load," "Curriculum Issues," "School Facilities," and "Community Pressures." In only one of the nine factors

analyzed (Community Support) did the teachers in the traditional school exhibit greater satisfaction.

Halleen's major findings generally support that schools, through the way they are organized and the values they reward, appear to influence the role performance, role orientations, and role satisfactions of their teachers.

The practice norms in the modular-flexible school are seen as being more consistent with the professional norms acquired by the teachers than are the practice norms in the traditional school. A certain amount of trained incapacity seems to exist for teachers in both schools but especially for those teachers in the traditional school. Teachers who have been socialized in and through their training to meet the educational and emotional needs of individual students and who find that their schools' implicit goals and structure work against this professional norm, may well reflect role deprivation.

Meanings Attributed to Findings

Some specific meanings attributed to the findings in this study may be summarized as follows:

1. The role performance data seem to suggest that the pattern of time spent in instructional activities by teachers in the modular-flexible school is different from the pattern in the traditional school. More time seems to be spent instructing individual students and more time seems to be spent instructing in inquiry groups in the mod-flex school. However, the data do not support the contention that teachers in this modular-flexible school have changed their performance of noninstructional tasks.

2. The cognitive orientations of these respondents suggest that inductive or "discovery" teaching methods are the preferred teaching strategies. However, the modular-flexible schedule at Cooper High School cannot be viewed as having substantially facilitated the changing of teachers' teaching styles.

3. The data on role deprivation seem to suggest that modular-flexible scheduling may reduce the gap between the professional desires of the teacher regarding instructional groupings and time requirements and the reality of the work situation. Teachers in the mod-flex school spend their instructional time more in line with their professional desires than teachers in the traditional school. However, teachers in modular-flexible schools may have

been led to expect greater freedom from some nonprofessional tasks than what has actually occurred.

4. The prediction of designers of modular-flexible scheduling that teachers would find greater professional satisfaction in a school employing a modular-flexible schedule cannot be refuted by this study.

Possible Implications

Halleen states for us the implications we may draw from his work.

First, based on the discovery that the mod-flex teachers do not claim to be investing large amounts of time in one-to-one instruction, and based also on the assumption that individualized learning and independent study are a very important part of the rationale for modular-flexible scheduling, a possible hypothesis emerges—teachers in modular-flexible programs commit only minor amounts of their instructional time to individual instruction. As a result of this study, it may be useful for the teachers and the administrators of mod-flex schools to ask themselves whether they are devoting sufficient time to this phase.

Perhaps a comprehensive inservice program to reorient the teachers' attitudes and to provide them with the skills needed in supervising independent study would be in order. Perhaps the physical location of the teachers when they are not in classrooms discourages student/teacher interaction. Judging from the findings, the mod-flex school is investing more time on noninstructional student supervision than it is in individual instruction. Perhaps the administrators have made the choice to have quiet halls at the expense of the independent study program. Or perhaps teacher training institutions should not only accept the responsibility for inculcating the professional norm of individualizing instruction but should also ascertain whether they are equipping teachers to handle this function.

A second implication arises out of the findings that modular-flexible scheduling reduces the gap between the professional desires of teachers regarding instructional groupings and time requirements and the reality of the work situation. If this is applicable to other modular-flexible schools, then the hypothesis that modular-flexible organization improves teacher and school morale should be tested.

A third implication comes from the finding that the teachers in the mod-flex school may have been led to expect greater freedom from some nonprofessional tasks than what actually occurred. Specifically, teachers in Cooper claim to spend more time in student supervision and clerical tasks than the teachers in the traditional school and prefer to spend less time on these than the teachers in Robbinsdale High. The implication from this finding is that modular-flexible organization may introduce additional noninstructional burdens on teachers. Teacher morale may be in jeopardy if attention is not given to the increased rather than decreased amount of time required of the mod-flex teachers on these tasks.

A fourth implication of the study is that many teachers for some reason or other do not practice the teaching style they would like to practice. This finding should compel teacher training institutions to find out the cause.

The final implication of this study to be noted is the possibility that organizational patterns of schools contribute to job satisfaction of teachers. This implication has importance because of empirical connections discovered in other work settings between job satisfaction and productivity, job satisfaction and worker turnover, and job satisfaction and organizational climate.

Halleen has given us a model for analysis of teacher desires, behavior, and deprivation in their roles. If we're interested in moving into a mod-flex schedule, let's not ignore the teacher's needs. This study gives a way to find them out *before* we switch.

Education Takes a Long Time

No matter what an educational system does, it is not in our time going to get rid of war, disease, poverty, slums, or crime. Its contributions, if any, to the elimination of these and other plagues, will be indirect, through helping people learn to be as intelligent as they can be.

from: Hutchins, Robert M., "The Schools Must Stay" *The Center Magazine*, January/February 1973

The Clearinghouse on Educational Management is one of 18 units in the Educational Resources Information Center (ERIC) network funded by the National Institute of Education.

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Curriculum

Removing Barriers to Humaneness in the High School, J. Galen Saylor and Joshua L. Smith, editors. Washington, D.C.: Association for Supervision and Curriculum Development, 1971. 101 pages. ED 052 535 MF $0.65. HC not available from EDRS. Available from ASCD, NEA, 1201 Sixteenth Street NW, Washington, D.C. 20036, No. 611-17848, $2.50.

Papers from the 1970 ASCD conference on the major barriers to implementation of humaneness in contemporary secondary schools are presented in this report on the conference. Part I, "The Barriers—and the Way Out," and Part II, "Identification and Assessment of the Barriers: Reports from the Study Groups," offer presentations on management, teaching, curriculum, and external factors related to humanizing secondary education.

What Is a Humanizing Curriculum? Thomas E. Curtis. Paper, AASA annual convention, Atlantic City, February 1971. 11 pages. ED 050 464 MF $0.65 HC $3.29.

In responses to current educational philosophies that personalize education and emphasize individual needs and interests, curricula are being developed to enable students to actualize their potentialities. The humanizing curriculum centers on the student, while the teacher helps to plan, guide, and evaluate the individual rather than to transmit selected facts. Four types of curricula are being

introduced: one stresses humanities instruction, and the other three consider man as a social creature, a unique individual, and an introspective analyst.

What Will Be Taught: The Next Decade, Mark M. Krug, editor. 1972. 252 pages. ED 063 269 Not available from EDRS. Available from F. E. Peacock Publishers, Inc., Itasca, Illinois 60143, $4.50.

Seven professors were asked to assess the present high school curriculum situation and indicate trends in their respective fields—English, visual education, science, foreign language, mathematics, social studies, and teacher education. Their articles cover major points in each field. Common emphases include student involvement, student interest, opportunities for student self-development, individualized instruction, and less rigid institutions.

Decision Making in Curriculum and Instruction. An IDEA Monograph, Donald A. Myers. Dayton, Ohio: Institute for Development of Educational Activities, 1970. 54 pages. ED 052 537 Not available from EDRS. Available from I/D/E/A, Mail Orders, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419, $1.50.

An analysis of the present confusion regarding who makes curriculum and instruction decisions aims for greater rationality in decision-making processes involving boards of education, school superintendents, principals, and teachers. A conceptual framework, consistent with established theories concerning formal organizations, curriculum, and decision-making, is proposed to guide the practical business of making curricular decisions in schools.

An Empirical Model of the Process of Curriculum Development, Decker F. Walker. Paper, AERA annual meeting, Minneapolis, March 1970. 20 pages. ED 042 252 MF $0.65 HC $3.29.

Asserting that the function of a curriculum project is the transformation of the educationally desirable into a concrete program, this paper presents a model of the curriculum development process. From a platform of shared beliefs about curriculum, the project staff develops a plan of work involving discussion on crucial issues to produce curriculum materials.

Overview of a Systematic Effort to Engineer and Monitor Curriculum Change: Emerging Guidelines and Encouraging Findings for Curriculum Installers, James M. Mahan. Paper, AERA annual

meeting, New York, February 1971. 23 pages. ED 047 367 MF $0.65 HC $3.29.

This paper describes four years of efforts by the Eastern Regional Institute for Education (ERIE) to promote use of various process-oriented curricula in over fifty New York State and Pennsylvania school districts. Guidelines for curriculum installers are based on documented successes and failures in participating schools.

ERIE's Model for Selection and Augmentation of Process Curricula, William Ritz and others. Syracuse, New York: Eastern Regional Institute for Education, 1970. 15 pages. ED 051 557 MF $0.65 HC $3.29.

In explaining the model used by ERIE in the selection and augmentation of process-promoting curricula, this paper provides a general view of procedures and their sequence. The model is then analyzed by examining each particular stage and the steps necessary for its successful completion.

Recommendations Regarding Computers in High School Education. Washington, D.C.: Conference Board of the Mathematical Sciences, 1972. 36 pages. ED 064 136 MF $0.65 HC $3.29. Also available from Conference Board of the Mathematical Sciences, 2100 Pennsylvania Avenue NW, Suite 834, Washington, D.C. 20037.

Recommendations regarding computer activities and education in secondary schools include development of a computer-literacy course at the junior high level, to be followed by an independent proficiency course in computer use. Other suggestions relate to computer application of mathematics to relevant problems, special programs for gifted students, vocational computer training, teacher training programs, and modules for use in fields other than mathematics.

Coordination of Organic Curriculum Development in the Public Schools of Portland, Oregon. Final Report, Lawrence W. Ayers, Jr. Oregon: Portland Public Schools, 1971. 163 pages. ED 054 533 MF $0.65 HC $6.58.

Organic curriculum is defined as a learner-centered, rather than a teacher-centered, course of study utilizing packages specifying behavioral objectives. In the implementation of an organic curriculum in Portland's John Adams High School, the chief program administrator coordinated efforts to develop individualized in-

structional materials, to revamp school organization, and to create a fully differentiated staff.

Coordination of Organic Curriculum Development in the Public Schools of Atlanta, Georgia. Final Report, James O. Knuckles. Georgia: Atlanta Public Schools, 1970. 43 pages. Ed 048 670 Not available from EDRS. Available from James O. Knuckles, Director, 2930 Forrest Hill Drive SW, Atlanta, Georgia 30315.

Implementation of an organic curriculum in Atlanta's secondary schools is described, including instructional materials and a curricular program based on student experiences and needs.

Keeping Students in School, Eric Rhodes and others. Arlington, Virginia: Administrative Leadership Service, Educational Service Bureau, Inc., 1971. 54 pages. ED 050 474 Not available from EDRS. Available from Educational Service Bureau, Inc., 610 Madison Street, Alexandria, Virginia 22314, $5.95.

Results of two studies by the ESB staff offer school program recommendations for keeping students in school. Topics include development of a dropout profile, remedial education programs, occupational curriculum orientation programs, learning enrichment centers, inservice teacher education programs, principals' administrative leadership seminars, and employment surveys.

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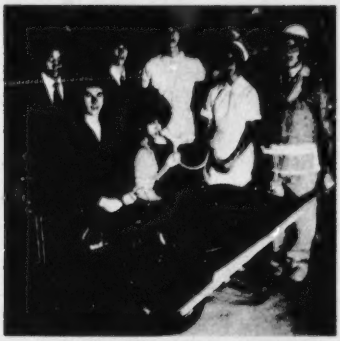

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About Books

The Principalship: New Perspectives. Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 400 pp.

R. Stephen Tegarden

Those advocating abolishing the principalship or burning down the schools and starting over again won't agree with much that is said in *Perspectives.* Those longing for a return to the "good old days" of the principal as autocrat won't find much that thrills them either. But for the "now" principal or principal-to-be, those ready to fight the good fight, salvage what's right, and revise, revamp, or restructure what's wrong—*Perspectives* will prove to be an extremely useful tool.

Writing a definitive work on the principalship in monograph form is just as impossible as attempting to capture the content and intent of that 500-page monograph in a few sentences. The authors of *The Principalship: New Perspectives* didn't set out with a definitive study in mind. What they have successfully attempted is a definition of the principalship with an interesting catalog of the duties and responsibilities and insight into the type of individual required to adequately assume the position. None of us need be reminded of the fact that the principal is the instructional leader, community liaison, athletic director, head custodian, dietician, disciplinarian, record keeper, report giver, business manager, and honorary captain of the cheerleaders. Jacobson, Logsdon, and Wiegman don't really remind us—they just spell it out as they wade through the myriad job descriptions for the principalship.

R. Stephen Tegarden is the assistant to the executive secretary of NASSP.

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As a text, the book is written for those wishing to find out a little about almost any current educational theory, innovation, or problem. Everything from academic freedom and accountability to vandalism of schools and vocational guidance gets a line or two. This general overview approach is most beneficial to the student of school administration. Current practices, terminology, problems, and issues are defined, usually with a rather thorough historical background which tends to place things in proper perspective. The student should gain a clear perception of the nature of the profession he has selected and the position he is seeking.

The practicing administrator can be rather quickly brought up-to-date on what is happening in schools and the conditions responsible for these occurences. Again, the historical perspective and the definition of current practices and jargon will be useful. More importantly, *Perspectives* contains many discerning hints for the present administrator. Whether it be creating a conducive climate for innovation or dealing with student drug problems, the reader will be exposed to some helpful suggestions for developing administrative strategy.

Perhaps the single most valuable contribution made by the authors is their review of the current literature on school administration. Appropriately placed at the end of each of the 21 chapters, their "Selected References" will lead the reader to the most definitive manuscripts and research documents available on most of the topics included.

The third revision of a textbook which was originally an outline for a 1930's University of Chicago course called *The Duties of School Principals*, this edition has been revised almost beyond recognition. But, then, so has the principalship since that course was offered—and that's why *Perspectives* is worthy of the attention of those of us practicing, teaching, or learning school administration.

The Ecology of the Public Schools: An Inquiry into Community Control. Leonard J. Fein. New York.: Pegasus, a Division of Bobbs-Merrill Co., Inc., 1971. 170 pp.

Robert J. Botthof

The Ecology of the Public Schools furnishes a school administrator the handle, the theoretical framework, or overview that he can use to understand the implications of citizen groups' wanting direct control of their neighborhood schools. This book examines the interrelated issues of school integration, decentralization, community control of the schools as public policy, educational equality, ethnicity, and black culture. While the book requires close reading, it is well worth the effort.

Has integration failed? Has it been counterproductive or poorly conceived? Are black separatist leaders developing a better model for black children? Are decentralization and community control synonymous? Does the elimination of the quota system to be replaced by individual merit really give blacks a chance to compete successfully? Are ethnic enclaves compatible with ideals of American society? Is the "melting pot" concept of our society a valid framework upon which to base our aspirations for social harmony? Should professional educators permit laymen to control the policies of the school aside from financial matters and thus deny their expertise? Who should control the schools? Is a group of blacks within a neighborhood really unreasonable in being impatient with their neighborhood school and wanting to redefine its direction? What about Coleman's findings regarding the optimum racial mix in a school's population in order to achieve equality of performance? Are the learning patterns of various ethnic groups similar enough to justify a uniform program or set of expectations, or should ethnic groups be allowed to develop their own distinctive pattern of performance? Ideologically, is it possible to imagine an America where the building blocks are groups as well as individuals? Finally, is it tenable to allow in America a dual system of schools, one based on racial or ethnic ties functioning alongside the public schools?

These questions and other implications contained in the issue of community control of the schools are aired in an objective and scholarly fashion. While the author warns that the book is not a conclusive statement, the historical, legal, sociological, political, and educational facets of the topic are explored. The author de-

Robert J. Botthof is principal of Oak Park and River Forest High School in Oak Park, Ill.

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velops his point of view by interweaving theory and inference with a critical eye toward authoritative research studies. As a "devil's advocate," he challenges some traditional tenets of public education and the current distribution of public power in America. He engages in some creative speculation regarding options to consider in place of programs based upon integration. Aside from obtaining a global understanding of the many ramifications of the subject, the reader will find this book helpful in conceptualizing and relating limited and fragmented insights about race, ethnicity, political power, and educational practice.

Job Outlook Brighter

College graduates will have their best chance in four years to get a job, according to a survey of 672 employers conducted by the College Placement Council (CPC).

The survey showed employers plan to hire 16 percent more college graduates in 1973 than last year. The biggest employment increase will be for master's candidates—up to 22 percent, but "the other degree levels will not be far behind," according to the CPC.

In addition, according to the study, "prospects appear brightest for those students majoring in engineering, particularly at the bachelor's level where hiring is expected to improve by 27 percent."

However, for liberal arts and other non-business graduates the outlook is not as bright. "Only a slight increase is predicted in the hiring of students in these disciplines—approximately four percent," said CPC.

The aerospace industry, according to the survey, will see the greatest increase—over 61 percent—this comes after four years of no increases in the industry. Both metals and chemicals are expected to show large employment increases as well.

According to the survey four employer groups anticipate a decline in hiring—"food and beverage processing, down three percent; research and consulting firms, down four percent; local and state governments, down four percent, and others down 13 percent."

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Afterthoughts: Letters to the Editor

Dear Editor:

I was intrigued by the article in the *Bulletin* of December entitled "Changing Classroom Behavior." As I understand the article, it is the position of the behaviorists that nobody is capable of changing himself. "Behavioral psychologists maintain that teachers and students behave as they do for reasons essentially beyond their control."

If this position is correct, then it is a waste of time to print such an article. Are we to believe that school principals are capable of something which teachers and students are incapable of? Unless this is true, then it is no more reasonable to think that a principal can change his behavior without external reinforcement, than to think that a teacher can. If the basic hypothesis is true, then nobody is capable of change unless his environment is changed. If the principal is to change his patterns of behavior towards the teacher, this is only possible if somebody changes his pattern of behavior towards the principal and thereby reinforces his new responses. Before somebody can change this person's behavior towards the principal, he will have to be similarly changed. Obviously this is an endless chain of causation which will eventually require somebody who has changed of his own volition to put it into operation. If one person is capable of changing of his own volition, then the entire premise upon which the article is written is not true.

If the author of the article believes that writing such an article can help a principal to change behavior, he obviously cannot believe in the basic tenet of the article quoted in my first paragraph. Since he believes that patterns of behavior are mostly influenced by what occurs after the behavior, he cannot believe that a person can change his behavior by reading an article, because the reading of the article must occur prior to any behavioral change suggested by the article.

Sincerely,
William N. Baird
Principal, Bookcliff Jr. H.S.
Grand Junction, Colo.

Author's Response

Dear Editor:

I was interested in Mr. Baird's comments on the philosophical issue of free will versus determinism. While it is a fascinating subject, I think it misses the point. Most contemporary psychologists have given up this debate as an essentially fruitless pursuit, an argument with no end and no winner. For those who are interested in B. F. Skinner's point of view, I refer you to *Walden Two* (1948) and the more recent *Beyond Freedom and Dignity* (1972). No one states the case for determinism better than Professor Skinner.

It is still safe to say, however, that almost all significant behavior is learned, and it can, therefore, be unlearned. Systems and cybernetic psychology tells us that this learning occurs basically through the brain's interpretation of the feedback received from the environment. An example of this process, beyond human form, is in the self-correcting mechanism of modern ocean-going vessels.

In the same way, humans act and receive collect feedback from the environment. We then adjust or correct our new behavior on the basis of this new knowledge of our world. In a very real sense, then, our behavior is determined by what follows it.

For school principals, the lesson remains the same. Students and teachers will adjust their behavior in the light of the feedback, either positive or negative, that they receive from the principal. Their behavior in the classroom can be changed by following it with appropriate reinforcement, or the lack of it.

With this in mind, I should brazenly restate the law of operant conditioning, a psychological principle with a mountain of evidence to support it.

> The immediate consequences of any behavior in which a person engages increases, decreases, or maintains constant the likelihood that the person will again display that behavior.

If, for example, Mr. Baird finds this attention to his letter to be reinforcing, he will tend to write more of them in the future. His behavior, in this instance, is determined largely by external reinforcement and is, basically, beyond his control.

Mr. Baird states the argument against determinism and external control very well, and I sympathize with his need to believe in his basic freedom. It seems to be terribly important to members of our culture, including myself, to believe in the existence of free will, and I agree that the inner experience of choice and decision making seems very real. Belief in free will seems to be a state of mind necessary for our sanity, if little else. It is quite important, however, to realize that it is, indeed, a state of mind and not a separate reality.

School principals cannot ignore the task of managing the contingencies of reinforcement. They can only do the job well, or poorly.

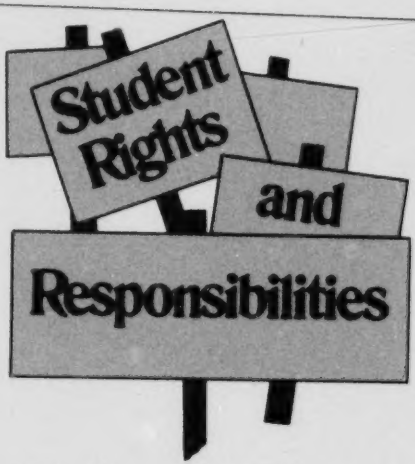
Sincerely,
Paul S. George
Assistant Professor
University of Florida
Gainesville, Fla.

Dear Editor:

The October, 1972 issue on PPBS was excellent. The article by Harry J. Hartley was outstanding—especially with regard to "cutting through" the input-output garbage of terminology. Is it possible to receive reprints of this article for my board of education and staff?

The State of Illinois has appropriated $500,000 (SB 1548--School District Educational Effectiveness and Fiscal Efficiency Act) to encourage local school district projects for the implementation of PPBS in Illinois schools. Our project application is pending, but reprints of the above article would do a great job in making our PPBS project meaningful for all board and staff members. Thanks for your attention to our needs, and keep up the good work on the NASSP Bulletin. I believe it's the best journal in the realities of school administration.

Very sincerely,
Orville A. Williams
Superintendent
Columbia (Ill.) Community Unit
District No. 4



State and federal courts are beginning to recognize that students have constitutional rights. This new (1972) Education U.S.A. Special Report, *Student Rights and Responsibilities: Courts Force Schools To Change*, contains practical information needed by every board of education, administrator, and classroom teacher, including:

- In loco parentis: the reasons behind its demise.
- Tinker case: its implications.
- Student involvement: how to channel "dissent" into concern.
- Locker search: how to conduct within the legal framework.
- Student newspapers: how much freedom? how much restraint?
- Due process: what does it mean?
- Student responsibilities: hand in hand with student rights.

The report also tells what the states are doing, and presents sample local policies. Available from:

National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia 22209

(64 pages, $4.00, Stock No. 411-12814)

(For details, circle 20 on yellow reply card.)